

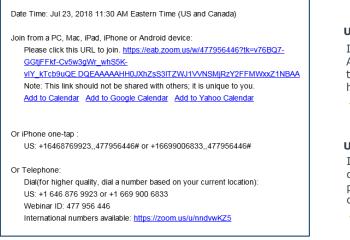


Enlisting Faculty to Build Pathways That Reflect Students' Priorities

Part II

Audio Options

Refer to the Webinar Confirmation Email You Received in Your Inbox



Using Your Computer Speakers

If you select the "Computer Audio" option, please be sure that your speakers or headphones are connected.

Using Your Phone

If you select the "Phone Call" option, please dial in with the phone number and access code provided.



Throughout today's presentation, please use the meeting chat to ask questions and join the conversation.



Having trouble with Zoom? Email <u>AshleyDavis@eab.com</u>.



Did you attend last week's session?

League for Innovation in the Community College

Cultivating Innovation in Community Colleges

- -Leadership & Organizational Development
- -Learning & Teaching
- -Student Services
- -Workforce Preparation & Development



www.league.org



We help schools support students from enrollment to graduation and beyond

D ROOTED IN RESEARCH

8,000⁺ Peer-tested best practices

500+

Enrollment innovations tested annually

D ADVANTAGE OF SCALE

- 1,900⁺ Institutions served
- 4.1 M⁺ Students supported by our SSMS

WE DELIVER RESULTS

95%

Of our partners continue with us year after year, reflecting the goals we **achieve together**







Cynthia Wilson, EdD

Vice President for Learning and Chief Impact Officer Wilson@League.org



Christina Hubbard, PhD

Senior Director, Strategic Research CHubbard@eab.com



Serve Post-Traditional Learners With Allies

Combine Holistic Advising with Institutional Support

In their Own Words:

What has contributed to your success when so many other students don't persist?









My current role can best be described as:

- Teaching faculty
- Faculty leadership (Dean, chair, etc.)
- Student services staff
- Cabinet-level administrator
- College president
- Other (please share in the chat)

UNTAPPED LEADERS: FACULTY AND THE CHALLENGE OF STUDENT COMPLETION

A Report on the Faculty Voices Project League for Innovation in the Community College

NOVEMBER 2018

Report is based on:

Discussion groups with 698 faculty

81

1000-1500

Faculty respondents across 2 national surveys

League's Faculty Voices Project Three Key Faculty Viewpoints



Faculty question the validity of completion data and definitions of completion and show inconsistent awareness of institutional data on it.

Faculty feel a lack of communication and collaboration about student completion initiatives.

Faculty need resources to effectively implement strategies focused on student accountability, improving pedagogy to support diverse students, and implementing guided pathways.





Collaboration Between Faculty and Student Services



Strategies to Support Today's Learners

12



Providing Faculty With Data



Collaboration Between Faculty and Student Services



Strategies to Support Today's Learners

Today's focus. Indicate in the survey at the end if you'd like a recording of last week's presentation.

Recognizing Our Student Body



14

Ť Ť Ť ň Ň 4 Ĩ 85% of today's students Ň are post-traditional Ň T Ì Ŵ 1 4 Ŵ P

Career Transitions Inspire Higher Education

College Education and Credentials Prepare Them for New Opportunities



15

Getting the Run Around

Siloed Advising Knowledge Deters Students From Seeking Guidance

Answers In Different Locations Adds Time and Confusion

Students Must Make Separate Appointments to Tap Distinct Knowledge Sources



Advisor Knowledge

- Provides information about registration, transfer, and other college policies
- Refers questions about financial aid and other common student services

Student Constraints

- **Time:** Commuting and working students unable to make appointments
- Knowledge: New students may not know of advisor function
- Confidence: Many students feel intimidated asking for help

Faculty Knowledge

- Answers questions about academic and course-specific concerns
- Shares insights about possible career options and the employer landscape

Faculty Perspectives Get on the Right Path Early

> "Programs need to find ways to support students' **early career exploration** activities better, so that students are choosing paths that reflect their **own interests and talents as well as local job market demands**."

Early Planning and Advising Set the Pace

Student Support Promotes Accelerated Completion



Meet with Navigator to Plan

Degrees needed for career



Time to degree



Exam requirements



Prior learning credit



Salary predictions



Industry demand



Priority Registration for Accelerated Students



Students in Pilot Year

Students in First Year After Pilot¹



18

"It's not necessarily putting more classes on the student, but instead realigning our programs to accelerate associate degrees without overwhelming students. The key is to **keep that student** engaged from enrollment to the end so that they're committed to completing."

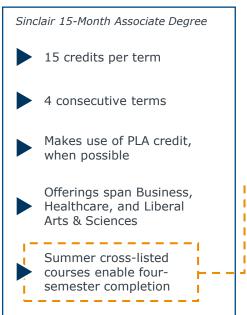
> Carol Bonner. Sinclair Community College

Source: EAB interviews and analysis.

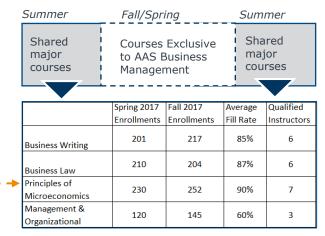
Compress Time-to-Degree with Summer Courses

Strategic Course Options Shorten Time-to-Degree, Reduces Low Fill Risk

15-Month Associate Degree Gives Students an Accelerated Option



Cross-Listed Summer Courses Key to Acceleration





- Selecting common courses reduces risk of under-filled summer blocks
- More accelerated programs lead to more course options available to summer students

19

Faculty Perspectives Support Instructional Improvements

"Faculty need to **adjust their instruction to support the diverse students** they teach, but they described organizational barriers to doing this.... [These] have a deflating effect on faculty morale."

Adapting Employment Preparation

Post-Traditional Students Need Work-Based Learning, Too



• Invite employers on-campus during evening hours to meet your students

-Student Success Counselor

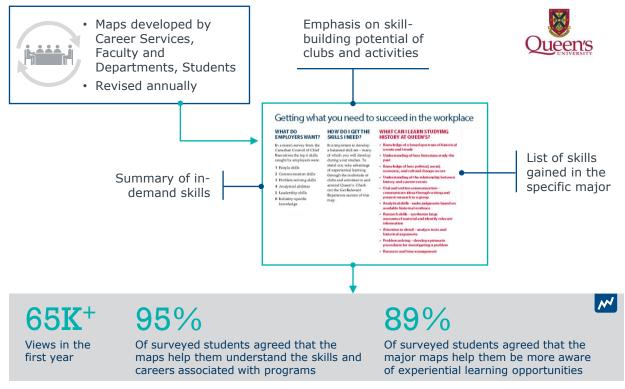
Beyond the Degree Plan

	Year-by-ye through cu co-curricu TY MAJOR MAP	urricular, lar options	Third-year recommer for all stud	nded	Career ideas in diverse fields
	1ST YEAR	2ND YEAR	3RD OR FINAL YEAR	4TH OR FINAL YEAR	
GET THE COURSES YOU NEED	Take one of HIST 121, HIST 122, HIST 124, or HIST 125. For dealls on plan requirements or thread-old, as a thr Artan and Seeme-analysis in Firstende and the Medieval Studien mixer, take INXI, 100 and one of LATN 110, GREX 112 or ARAB 100.	You must take a 60 unit accord year "one annihus" Hit 11 00-120 bahan proceedings to Upper Law semiaris in third and bursh year. See more on cree semiaris at the Hittory Department website. The department recommends you take at least two 200 level lecture courses in second year, in addition to Unit seminar.	You need the equivalent of 37.01 year upper level seen- han (22 unit) to fulfill your seminar negatements. We suggest you show for fulf and one half upper level seminar (HST 333-409) in third year.	Apply to graduate on SCLUS. We suggest you take one full and one half Upper level seminar (HIST 333-469) in fourth year.	Where could I go after graduation? Anthropology Archaelogy Archaelogy Archael series Busines administration and management
GET RELEVANT EXPERIENCE	Join teams or clubs on campus such as the Queen's Debating Union (DQU) and Queen's international After Association. Look in the Co-duratian Opportunitie Directory or AIMS Clubs Directory for more ideas. Volunteer at organizations like the Queen's Archives.	Look into summer jobs by talking to the dept. or Career Services about work through SWEP or Work- Study. Consider taking more responsibility within different extraorunculars. Think about applying to positions in student services, the AMS, or media outlets like the Queers' Jonus, CRE, and QTV.	If interested, apply for an Undergraduate Studient Sum- mer Research Fellowship (USSRF). Consider applying to do a 1-16 month QUIP internship between your third and fourth year. Apply to the Vestical Practice (experiential learning)? Archive intermships if interested.	Investigate requirements for full time jobs or other opportunities related to careers of interest. Arsees which volunteering, clubs, or internships - check out, the Career Sentices skills workshop for help.	Campaign organization Community development Community development Ethics Ethics Events management & fundrasing Genealogical research
GET CONNECTED WITH THE COMMUNITY	Volunteer on or off-or prox with different community organizations, measures, and cultural istudies groups, such as the AMS Spital Issues Commission and the Registron Museur of Healthcare.	Get involved with the Departmental Student Council (DSC). Start or continue volunteering with organizations such as the Queen's University Hittorical Society and Queen's Model Parlament.	of interest by joining the LinkedIn group Queen's Connects. Check out Career Services networking workshops.	Consider joining professional associations like the Hermitiage Canada Association and the Canadian His- terical Association (CHA). Using request on Likedin inflocting specific caneers or topks of Interest in History.	Human resources Installigence analysis International development International relations Journalism Law Law Library science
GET THINKING GLOBALLY	The Quarks University International Centre is your first age to learn how to internationalize your degree or to everage your existing cross-cultural experience. Sparks to a QUIC advisor or get involved in their pro- dems, events and training opportunities.	Is an exchange in your future? Start thinking about where you would like to tudy abroad. Apply in January for 2 advanceshango through your faculty's International Office. If Interested, take European History courses (HIST 273 and HIST 287) at the BISC castle in England.	ing your language skills. Check QUICs recourses for ideas to go abroad, and volunteer or attend one of their events.	Propare for work or studies in a multi-cultural environment by taking QUCK' Intercultural Compe- tancy Centificate, and research possible immigration regulations. Intermitional students interested in staying in Canada can speak with an International Student Advisor.	Management consulting Marketing and marketing research Malecial records & research Museum routator Museum management Policy analyst Fublic administration
GET READY FOR LIFE AFTER GRADUATION	Grapping with program decision? Go to Majon Neplit or get some help sondering about career options from Career Services.	Epilore different catero of interest by reading books in the Carer Services Ibarry, such as Top Covert for handy classifier. To move information freek out Carer Cruiting or by finding and connecting with Alumnt on Linkedin.	Start focusing on areas of interest. Research education requirements for careers of interest. If receded, pro- parato take any equired test like Nat LSA or GAMU, and get help thinking about grad school from Career Services.	Apply to jobs or future education, or make plans for other adventures. Get halp from Career Services with job teaching, commain, interviewer, and school appli- cations, or other decisions. Apply in the fill de SSMEX, and COS scholarships if applying to grad school in Ortania.	Publishing Social work Social work in Technical writing Dourism and read taxee! Ubban and regional planning taxees memory and the social work of t
Focus on experiential, service learning	n't have to follow this exact timeline. Every perion (includie	g youl) will find their own unique path through their degre	Ma ga	Visit careers aueensu calmaiermaps html fo ap serves as teway to line resources	the online version with links

Source: Queen's University, "Major Maps," http://careers.queensu.ca/students/wonderingabout-career-options/major-maps-2015; EAB interviews and analysis.

Emphasizing High-Demand Skills

Integrated Maps Emphasize the Value of Experiential Learning



Source: Queen's University, "Major Maps," <u>http://careers.queensu.ca/students/wondering-about-career-options/major-maps-2015</u>; EAB interviews and analysis.

Flexible Modalities = Responsive Schedules

Dual Delivery Provides In-Person Engagement and Scheduling Flexibility

End of Term Beginning of Term The Next Level of Student-**Centric Scheduling ER Visit** Course content delivered in a traditional, face-to-Loss of Childcare face manner Class sessions and course materials are recorded and uploaded to Blackboard Unpredictable Work Schedule Students can flex attendance at-will Discussions and assignments available in Key: both modalities In-Person Online

2

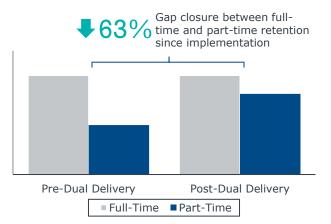
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Audience Poll

What has your experience been with hyflex offerings?

- Love them
- Hate them
- It's not easy, but it's what is best for students
- My college has not tried this format

Increased Flexibility Aids in Part-Time Student Retention



Faculty Adoption Tip

- Assure faculty that implementation requires no differentiation when preparing content or assessments
- Consider offering flex hours to faculty who volunteer to adopt the model in their courses

"I do know that **this has been beneficial to retaining parttime students**. It works really well for students who can't get off work to come to class or those who have

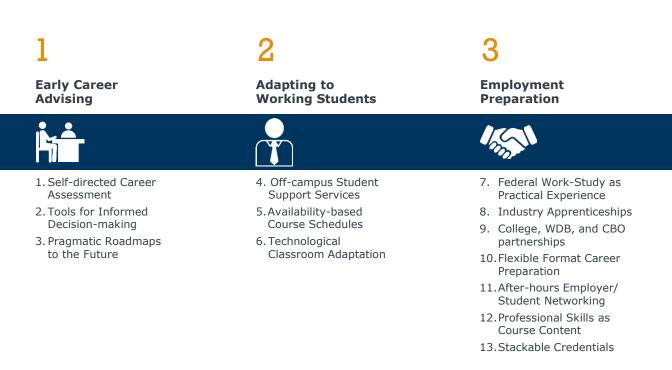
class, or those who have families and want to further their education, but just don't have much time."

Dual Delivery Faculty

COMMUNUNITY COLLEGE, MIDWEST

Retention Strategies to Promote Success

Support Post-Traditional Students Through Responsive Institutional Practices



28





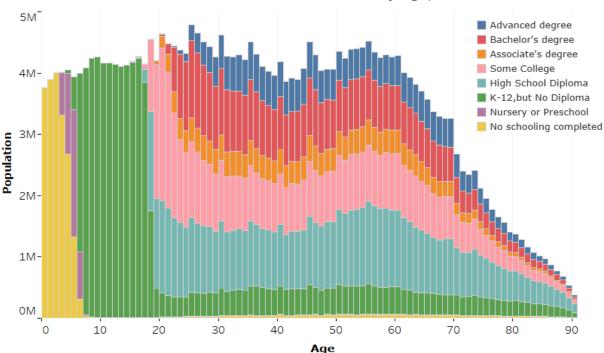
Collaboration Between Faculty and Student Services



Strategies to Support Today's Learners

Our Mission

Ensure More Americans Get a 'Return on Education'



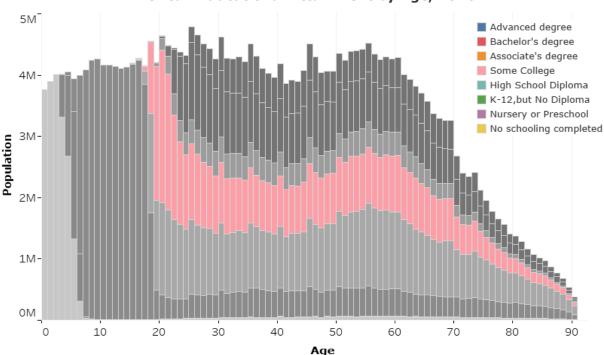
American Educational Attainment by Age, 2016

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http://overflow.solutions/interactive-visualizations/how-doamericans-differ-by-age-16/

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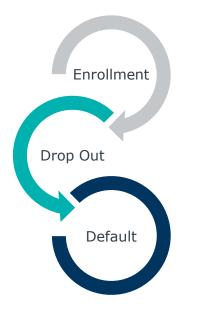
American Educational Attainment by Age, 2016

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Perpetuating the Cycle of Poverty

College Can Be a Risky Gamble for Those Who Don't Complete



1 in 5 Americans have some college but no degree

\$5-8K Average student debt at the time of departure

17% Loan default rate for college dropouts

Expensive Consequences of Defaulting

31

- Immediate repayment
- Added fees
- Garnished wages
- Damaged credit
- Transcripts blocked



Send an Institutional Self-Diagnostic



Tell Me More About Tech Solutions to Serve Today's Students



Send the Whitepaper on Serving Post-Traditional Students



Send a Recording of Last Week's Presentation

Key Takeaways From Today's Session



Streamline Credit Accumulation in Efficient Pathways



Translate Classroom Experiences into Resume Builders



Adapt Course Offerings to Reflect Students' Lives

Questions from the Audience



Christina Hubbard, PhD Senior Director,

Strategic Research

Chubbard@eab.com

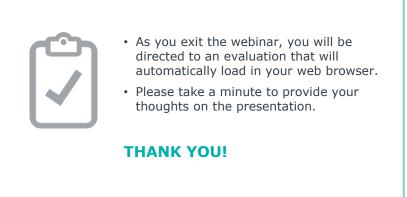


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Please feel free to ask questions in the Q&A field!





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