

WEBVTT

1

00:00:01.829 --> 00:00:21.000

Nikolas Huot: I will not reply individually to to your chat but good afternoon everyone, my name is Nicholas yep i'm a strategy director at complete college America and welcome to our initial offering of the series of the 21 edition of CCA live.

2

00:00:22.380 --> 00:00:34.350

Nikolas Huot: As you may know, since you Richard you CCA is offering webinars on a regular basis we're basically going to offer them every two weeks on Thursday at 3pm Eastern.

3

00:00:35.190 --> 00:00:52.380

Nikolas Huot: Make sure you go to the same website that you saw the the original link to read sure you'll be able to see the different offerings and different strategies that we will be discussing different webinars right now, they are schedule until.

4

00:00:53.730 --> 00:01:01.140

Nikolas Huot: Right now, I think we have them until August, but they probably will be until October so every two weeks, and also would be.

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00:01:02.670 --> 00:01:09.720

Nikolas Huot: i'm going to invite you to look at our and listen rather to our new podcast so at least one of them is.

6

00:01:10.230 --> 00:01:19.650

Nikolas Huot: Live now is called CCA on the air and you have the link here to look at it and to listen to them, we have different.

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00:01:20.310 --> 00:01:34.140

Nikolas Huot: platforms, where you can listen to you know your favorite podcasts hopefully ours will become one of your favorites as well, so where we'll be discussing different issues around since success and college completion, so I strongly encourage you to.

8

00:01:35.760 --> 00:01:44.730

Nikolas Huot: To check it out the same also to create a profile on our website again it's free you're going to have an opportunity to really connect and network with.

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00:01:45.780 --> 00:01:55.200

Nikolas Huot: Colleagues in in your region your state in different roles and similar institutions on so forth, as well as get our.

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00:01:56.580 --> 00:02:00.060

Nikolas Huot: Our newsletter and different news and different resources that.

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00:02:01.260 --> 00:02:17.130

Nikolas Huot: will be coming out that will be coming out shortly we're also in the process of revamping our website, a little bit more, so you can have a little bit more information around our strategies and pillars and policies and everything else that we're working on right now so.

12

00:02:18.240 --> 00:02:23.190

Nikolas Huot: Today, glad that you guys can join us to talk about academic maps and.

13

00:02:24.450 --> 00:02:25.800

Nikolas Huot: joining me is.

14

00:02:26.910 --> 00:02:36.750

Nikolas Huot: i'll claim Larry as a CEO as ours he's ICC, a fellow but we just briefly introduced Larry very distinguished.

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00:02:37.410 --> 00:02:46.800

Nikolas Huot: His experience includes nine years as a department chair three years as dean of arts and sciences and 16 years as provost at Florida State University.

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00:02:47.340 --> 00:02:56.970

Nikolas Huot: Since 1994 he has directed and continues to direct the Institute for academic leadership writing training for department chairs across the system university system.

17

00:02:57.420 --> 00:03:05.220

Nikolas Huot: The State university system of Florida army, he was elected, a fellow of the American Association for the advancement of Sciences in 1986.

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00:03:05.580 --> 00:03:18.810

Nikolas Huot: received a pace setter award in 2009 honoring those who have made a significant contribution to student advising and was awarded the stand on legacy award in 2019 by CCA for his commitment to the College completion movement.

19

00:03:19.980 --> 00:03:25.140

Nikolas Huot: While probably see focused on improving retention and graduation rates and reach.

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00:03:25.680 --> 00:03:32.610

Nikolas Huot: The conclusions that graduation rates can be increased, with strong commitment that are driven actions and focus attention to details.

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00:03:33.030 --> 00:03:41.490

Nikolas Huot: If there's, not a single action for success rather series of different actions that can be sustained and should be sustained over a long period of time.

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00:03:42.240 --> 00:03:50.550

Nikolas Huot: Some of this low cost successful action that Larry became known for include i'll see accurate maps which we'll talk about today.

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00:03:51.300 --> 00:03:59.250

Nikolas Huot: As well as having advisors carefully record all interactions with students, along with every questions ask something that.

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00:03:59.640 --> 00:04:11.820

Nikolas Huot: We can also address, which is very much relevant as well with maps and purpose, building a series of action steps are since are aligned with the academic calendar and creating freshman interest groups or learning communities.

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00:04:12.360 --> 00:04:24.510

Nikolas Huot: To support that some other actions that might be cut my gmail but how your costs in some cases, includes reengineering higher enrollment high enrollment low success courses at a successful learning strategy course.

26

00:04:25.140 --> 00:04:38.010

Nikolas Huot: Getting tutors and adding advisors and coaches as well at his own institution, he worked for years on improving graduation rates, with a lot of success, I would say, where he increased the graduation rate.

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00:04:38.880 --> 00:04:52.290

Nikolas Huot: For your graduation rate by 20% and his six year the six year graduation rate by over 16% and with that, even by significantly reducing the graduation gaps.

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00:04:52.860 --> 00:05:08.940

Nikolas Huot: And in addition to his work at complete college America Larry has worked with administration faculty advisors at over 25 campus campuses nationwide to help create a bait and optimize accurate map so with that Thank you Larry for joining me today.

29

00:05:12.330 --> 00:05:22.980

Nikolas Huot: You see, this is our that quick is our first I apologize for this so again, you guys will be muted during the duration of the webinar So if you do have questions, please.

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00:05:23.460 --> 00:05:35.280

Nikolas Huot: leave them in the Q amp a or in the chat will be happy to answer the questions for you, and again, please feel free to use a Q amp a throughout the duration of the webinar.

31

00:05:35.790 --> 00:05:54.210

Nikolas Huot: So that Larry I like to start us off if you don't mind with just I guess that the basic question why maps, you know what What are the advantages of having comprehensive degree plans for our students and for the institutions.

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00:05:55.800 --> 00:05:57.060

Nikolas Huot: And you're muted right now.

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00:05:59.550 --> 00:06:00.090

Larry Abele: There we go.

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00:06:01.110 --> 00:06:05.730

Larry Abele: Well, welcome everyone I hope this is both informative

and valuable.

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00:06:07.140 --> 00:06:10.890

Larry Abele: Academic maps occurred to me very slowly actually I.

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00:06:12.390 --> 00:06:21.870

Larry Abele: When I attended Miami dade Community college, I never opened a cottage catalog and had a really hard time figuring out what to take.

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00:06:22.890 --> 00:06:25.920

Larry Abele: Then, my first position was at a small campus.

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00:06:27.630 --> 00:06:45.120

Larry Abele: Where there weren't many faculty, and so I was as an arts and sciences person I almost had to advise everyone in arts and sciences and I opened the catalog and drive to figure out, you know what I could tell students what I could advise them on I found it.

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00:06:47.010 --> 00:06:49.950

Larry Abele: Quite confusing, especially general education.

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00:06:51.030 --> 00:06:59.220

Larry Abele: And then I became a faculty Member I left that institution and joined Florida State University and at that time faculty did all of the advising.

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00:06:59.670 --> 00:07:09.300

Larry Abele: And I thought it would be a lot easier because I knew the major and I knew the courses and that turned out not entirely to be the case.

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00:07:10.140 --> 00:07:22.110

Larry Abele: Partly because of the huge number of general education options, there were over 300 choices I don't know how you can call it general education when you've got so many choices enough, seeing that.

43

00:07:23.460 --> 00:07:37.020

Larry Abele: On campus after campus and I had a team of fabulous people academic advisors admissions registration financial aid that we met on a regular basis.

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00:07:37.620 --> 00:07:51.990

Larry Abele: To discuss student status and decided that one thing that would help everyone is an absolute clear path to graduation, and it would help everyone in a lot of ways.

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00:07:52.920 --> 00:07:57.690

Larry Abele: The student and the fat and the advisor whether it's a faculty a professional advisor.

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00:07:58.590 --> 00:08:12.660

Larry Abele: could look at that they they didn't have to talk about what courses, I need they could talk about other issues if they wanted to change majors they could compare other maps, you know what's in common what's not how many courses what I might lose under this.

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00:08:14.700 --> 00:08:17.850

Larry Abele: It was just a real eye opener to because.

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00:08:19.530 --> 00:08:31.350

Larry Abele: I had I tried, as a provost never to ask faculty members to do anything that we couldn't do centrally and then give it to them for their approval and guidance.

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00:08:32.220 --> 00:08:43.620

Larry Abele: So we started building these academic maps and found all kinds of inconsistencies in the catalog required courses that had gone away, five, six years before.

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00:08:45.450 --> 00:08:55.770

Larry Abele: And I was introduced to something I never even heard of before hidden prerequisites so faculty had decided, even though the course wasn't listed as a major requirement.

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00:08:56.460 --> 00:09:15.390

Larry Abele: When you went to that course, oh no, you have to have this other course first which added made the degree longer, and especially when the legislature mandated that we had to have all degrees at 120 hours, it became impossible with hidden prerequisites so they had to be addressed.

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00:09:17.280 --> 00:09:20.940

Larry Abele: That time we didn't really talk much about mathematics.

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00:09:22.530 --> 00:09:40.890

Larry Abele: We had this assumption that everyone should take college algebra and pretty much, I think that first year, we had to have almost 6000 seats in college algebra to handle all the incoming students transfer students who didn't have it and students who had skipped it early on.

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00:09:41.940 --> 00:09:54.840

Larry Abele: Now there's a lot of very positive discussions about the right pathway, and by building the academic maps you're required to address that question.

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00:09:55.980 --> 00:10:07.500

Larry Abele: The I don't know if you want to let questions come in as we go i'm happy to answer them or I can go through some of the things that I sent you earlier Nicholas.

56

00:10:08.880 --> 00:10:18.900

Nikolas Huot: what's your pleasure well let's let's start so with with some of the things that you sent me, I think that that's relevant and and, by the way you mentioned hidden prerequisites just before.

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00:10:20.100 --> 00:10:32.220

Nikolas Huot: Today I was just looking at different websites to find like what a good, you know good examples of maps and one of the one I looked at had actually in the comments like protocol prerequisites check catalog.

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00:10:33.390 --> 00:10:45.930

Nikolas Huot: And executives like exactly to your point is like unfortunately it's still there, this is not like you know abstract if you do different searches on a website you're going to find exactly what you're talking about so I was wondering if you talk about.

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00:10:47.760 --> 00:11:04.800

Nikolas Huot: The good academic maps like what are the components of a good accurate map because, again, every time I talked to folks a different institution, the first thing they say, is what we do have maps now there's somewhere in the catalog that nobody reads because they don't know what it is.

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00:11:05.880 --> 00:11:10.080

Nikolas Huot: But what, what are the good academic maps what should a good accurate map how.

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00:11:10.110 --> 00:11:11.100

Larry Abele: Well, he um.

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00:11:12.210 --> 00:11:14.460

Larry Abele: I had the huge advantage of.

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00:11:15.990 --> 00:11:17.370

Larry Abele: This team of people.

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00:11:18.660 --> 00:11:26.280

Larry Abele: who worked with students that I would have academic advisor departmental academic advisors and we had gone to.

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00:11:27.960 --> 00:11:30.960

Larry Abele: sort of floating academic advisors as well, so.

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00:11:32.490 --> 00:11:36.090

Larry Abele: The funny thing is, I put some in the food court, and then the gym.

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00:11:37.560 --> 00:11:49.950

Larry Abele: Those were total losses, I mean nothing, nobody ever stopped by However, in the library and the student union, the big classroom building, so they they had a lot of comments about our first.

68

00:11:51.240 --> 00:11:54.810

Larry Abele: drafts of these maps that we shared with students and advisors.

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00:11:56.310 --> 00:12:09.990

Larry Abele: So they had recommended really five things that we include one, it sounds obvious but a narrative, how do you read the damn thing you know, and what is a milestone mean so.

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00:12:11.340 --> 00:12:20.730

Larry Abele: We wanted to give everybody how to read it a sample schedule and we have a lot of debates over should the schedule and up with 12 or 15 hours.

71

00:12:21.930 --> 00:12:32.220

Larry Abele: And you heard all of this, the Faculty we got pushed back immediately from everybody at 15 hours all of our students work oh they're not strong enough.

72

00:12:32.880 --> 00:12:45.930

Larry Abele: And i'm a huge proponent of testable hypotheses and both of those are testable so you can build a database of match students academically who took more than 15 or more, and who took less.

73

00:12:47.040 --> 00:12:54.480

Larry Abele: And it turns out that those students who took 15 or more academically outperform match students who took less.

74

00:12:55.110 --> 00:13:03.690

Larry Abele: They had more hours at the end of the year, they had a higher GPA and a higher retention and the other thing I did was.

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00:13:04.230 --> 00:13:16.110

Larry Abele: The pushback on employment is I took our student data file to the Labor department and asked could they run it and tell me who's working and how many hours and the huge shock to me.

76

00:13:18.090 --> 00:13:29.280

Larry Abele: for incoming the first year students 60% did not work at all Now you can say, well, maybe Those are our data, you can go right now to the.

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00:13:30.030 --> 00:13:36.780

Larry Abele: National Center for education statistics and look up employment patterns and they're going to be complex.

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00:13:37.530 --> 00:13:46.170

Larry Abele: Certainly, when I was a Community college student I did work and I worked a lot, but the average incoming student say out of high school.

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00:13:46.800 --> 00:14:03.630

Larry Abele: About half of them don't work now as they get older by seniors only about 30% didn't work, they must have a hell of a lot of money or come on oh what an older students and part time students but it turns out there's no reason why students couldn't take 30 hours and.

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00:14:04.770 --> 00:14:24.570

Larry Abele: We had this we've started a program don't delay your dream take 15 and tried to push that and it worked at first, but when we stopped pushing hard you know people started drifting, so we did say okay we're going to go with a sample the narrative the sample schedule a 15.

81

00:14:25.590 --> 00:14:40.170

Larry Abele: credits and we're going to add milestone courses or some campuses call them critical courses that you must take it in that term and complete it, in order to graduate in either two or four years.

82

00:14:41.400 --> 00:14:41.850

Larry Abele: Then.

83

00:14:44.070 --> 00:14:46.440

Larry Abele: Everyone in of course worries about employment.

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00:14:47.460 --> 00:15:00.150

Larry Abele: And so, for every major we went to the Bureau of Labor statistics and other sites and listed employment opportunities and then added websites on that map the bottom of the map on.

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00:15:01.980 --> 00:15:08.250

Larry Abele: bureau of Labor statistics all star.net lots of different so now there's a lot more sources, so the.

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00:15:10.230 --> 00:15:10.470

Larry Abele: A.

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00:15:12.060 --> 00:15:15.510

Larry Abele: cared a lot about that, well then that some people started.

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00:15:16.620 --> 00:15:21.660

Larry Abele: asking about well we've got students who are repeating these milestone courses, you know.

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00:15:23.910 --> 00:15:31.530

Larry Abele: What should we really you know how do we address it, how do we guide them, so one of the really informative things I did was.

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00:15:32.490 --> 00:15:53.280

Larry Abele: Looked at the grade distribution and the first milestone course of the major and based then looked at the success rate of those students in the second, third, and then how many graduated in there and, at the end of it, I decided that maybe we should get rid of the grades see that.

91

00:15:54.690 --> 00:16:11.880

Larry Abele: It just the students past with a really didn't have enough depth to move through comfortably so we decided that the in most cases, it had to be a be although say in calculus three a see that matter because you're not going to take another one typically.

92

00:16:12.990 --> 00:16:16.710

Larry Abele: Or it doesn't matter in the last course of any sequence the.

93

00:16:18.180 --> 00:16:29.010

Larry Abele: Then that raises the question of how many times, should a student be allowed to take a course and lots of campuses we had no limit at first.

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00:16:29.550 --> 00:16:40.980

Larry Abele: And the problem with, that is, I thought it was unethical, we were taking students money for say their third repeat when we knew they had almost a zero probability.

95

00:16:41.400 --> 00:16:45.270

Larry Abele: of finishing that course it's just wrong, so you should.

96

00:16:46.260 --> 00:16:56.700

Larry Abele: Our policy was intervene early on the if they've

registered, the second time and haven't passed it we're not gonna let them register for the third they're going to have to find another path to success.

97

00:16:57.360 --> 00:17:06.120

Larry Abele: Now there's software that you know, let you do a lot of that but it's not that hard for a good advisor to look at academic maps, a number of them and say you know.

98

00:17:07.440 --> 00:17:13.080

Larry Abele: Maybe you I know you want to be in business, but maybe marketing would be better for you, rather than finance.

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00:17:13.920 --> 00:17:22.740

Larry Abele: And at first, I thought we would end up putting a lot of students into our catch all major called interdisciplinary social sciences, but in fact that wasn't the case.

100

00:17:23.310 --> 00:17:34.470

Larry Abele: They found majors and lots and lots of different places, so the five areas, then, that I felt were important the miles the narrative how to read the map the sample schedule.

101

00:17:35.430 --> 00:17:50.760

Larry Abele: The recommended minimum grade milestone courses and employment opportunities, if you do a web search and if you, you know get at least 50 to 100 hits if you just put in the word academic maps or program courses.

102

00:17:51.960 --> 00:17:53.730

Larry Abele: The problem is, many of them.

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00:17:54.900 --> 00:17:59.340

Larry Abele: That you just can't read them they use codes, they just list like a CT.

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00:18:01.530 --> 00:18:06.810

Larry Abele: I mean students, that is, maybe everyone in the department probably knows what that means, except the student.

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00:18:07.740 --> 00:18:15.630

Larry Abele: So I think that you should have the course code, because a lot of registrations require it, the name of the course.

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00:18:16.080 --> 00:18:34.020

Larry Abele: And the number of hours to make it as clear as possible it's a balance between too much information to make the map cluttered versus too little where it's not valuable, so the getting that information organized is really important, and if you do that search you'll see lots of different.

107

00:18:35.790 --> 00:18:45.060

Larry Abele: approaches to it lots of different formats, I like a you know clean format that is termed by term course by course.

108

00:18:45.570 --> 00:18:51.450

Larry Abele: And that does show 15 or more hours each semester under total number of courses.

109

00:18:51.840 --> 00:19:00.780

Larry Abele: Now the student might not be able to do that, but we want to make sure they understand, which I certainly didn't as a student, I thought 12 hours, I was graduating two years.

110

00:19:01.230 --> 00:19:16.140

Larry Abele: from Community college, I was shocked, you know when I found out I couldn't graduate I needed more courses and I kept thinking well they told me, I was full time and if you go full time shouldn't you finish and the amount of time, but um.

111

00:19:17.280 --> 00:19:20.280

Larry Abele: I was not a well aware student I guess thing is.

112

00:19:20.370 --> 00:19:23.130

Nikolas Huot: Not so I love what you're saying, because to me.

113

00:19:24.750 --> 00:19:29.940

Nikolas Huot: Just I think CCA when we're talking about our different strategies we're really talking about how like.

114

00:19:30.150 --> 00:19:44.820

Nikolas Huot: Then don't exist in silos they run much interact with

each other, I think that what you're talking about with I couldn't maps you just mentioned the importance of academic advisors, you mentioned 15 to finish and stay on track, you mentioned math pathways and you know theoretically.

115

00:19:46.230 --> 00:20:01.890

Nikolas Huot: Co requisite support as well, and so on, so forth, so I think that's really happy that you know what you're talking about before I go to the questions from the audience and please keep them coming into Q amp a chat I just have one question it's something that I hear.

116

00:20:03.150 --> 00:20:05.100

Nikolas Huot: A lot as well, in some cases is.

117

00:20:06.840 --> 00:20:22.800

Nikolas Huot: The potential objection that maps when they're you know restrictive was like these are the courses that you need to take, and so on, somehow restrict exploration and choice of students, so how, how do you yeah I know I have to address that.

118

00:20:23.490 --> 00:20:24.240

Nikolas Huot: That objection.

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00:20:24.630 --> 00:20:26.190

Larry Abele: That it's a very, very common.

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00:20:26.190 --> 00:20:35.790

Larry Abele: objection and there are two answers to it first almost even the most restrictive major say engineering or business, they have electives in there.

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00:20:36.990 --> 00:20:39.120

Larry Abele: And you can choose.

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00:20:40.950 --> 00:20:47.430

Larry Abele: For instance, in general education, you could listen to I would never listen more than three officer, but two options for students.

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00:20:47.940 --> 00:20:57.600

Larry Abele: And you can list those by looking at the historic records of students who graduated in that major what's the frequency distribution, I know, in my own department.

124

00:20:58.020 --> 00:21:07.020

Larry Abele: We decide that logic was an important course and that for the humanities general education, we would recommend a student take logic so.

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00:21:08.460 --> 00:21:14.940

Larry Abele: That and the other thing is in Florida you get penalized for excess hours as the students get hammered.

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00:21:16.560 --> 00:21:28.860

Larry Abele: In fact, once they hit 110% of the number of hours for the degree, they have to pay 100% penalty for courses, so the legislature when they were setting this up.

127

00:21:30.090 --> 00:21:32.820

Larry Abele: Had a committee which I was on and I probably looked at.

128

00:21:34.680 --> 00:21:41.370

Larry Abele: I would say realistically 2000 transcripts not in detail, but sorting them in various ways.

129

00:21:42.240 --> 00:21:55.590

Larry Abele: And I concluded that the students who generated all these excess hours weren't really exploring they were they were lost, because they didn't know the path to graduation, they were taking courses that they shouldn't have.

130

00:21:57.540 --> 00:22:06.660

Larry Abele: And they were often I would say, half of them were in the wrong major they had declared a major they were never going to be successful in and they kept hammering at it.

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00:22:07.170 --> 00:22:18.150

Larry Abele: And it didn't work, so, if you look at the electives and you look at the options in general ED students have plenty of opportunity to explore I wouldn't mention that.

132

00:22:19.350 --> 00:22:29.970

Larry Abele: A lot of schools say if they're off the map we're going to hold their registration and my response I did that at first that was stupid because what happens is they miss their registration window.

133

00:22:31.230 --> 00:22:48.990

Larry Abele: All the courses are filling up and then they're stuck so we would put a hold on them, but not stop them from registering. The other thing is faculty turned out to love it because they did like in our department, we did a two year teaching schedule, because we knew.

134

00:22:50.070 --> 00:23:04.710

Larry Abele: How many courses, we were going to need how many seats are you going to need in each of those courses and we could look out two years and plan it so that the Faculty had a sabbatical coming up or other issues we we could plan ahead, it was very, very positive.

135

00:23:06.540 --> 00:23:08.310

Larry Abele: I think there are a lot of other positives but this.

136

00:23:09.300 --> 00:23:10.410

Nikolas Huot: Yes, yes, absolutely.

137

00:23:10.710 --> 00:23:13.620

Nikolas Huot: So let me get to the question that you kind of address some of them.

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00:23:14.910 --> 00:23:24.270

Nikolas Huot: The first one thing you mentioned one of the questions is about how do you prohibit a student from we taking a course needed for their degree and what options do you do provide.

139

00:23:26.220 --> 00:23:32.130

Nikolas Huot: You know, for for them to help their degree, I think that could be one point that if you have to repeat a course.

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00:23:33.090 --> 00:23:41.310

Nikolas Huot: Are you really in the right degree like you know, is there, something that you know we're advising can really come in and this wedding purpose and really helping the students.

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00:23:41.820 --> 00:23:50.070

Nikolas Huot: Looking at, but then eventually other options, rather than struggling and then spinning your wheels when I go anywhere and.

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00:23:51.240 --> 00:24:03.450

Larry Abele: We had a policy that if you are repeated a course twice or off map twice didn't take the milestone course either off the map for two terms or repeating a milestone course.

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00:24:05.490 --> 00:24:15.300

Larry Abele: You had to meet with an advisor either your faculty advisor or your professional advisor now to institutions in Florida made it one time.

144

00:24:15.900 --> 00:24:28.440

Larry Abele: And now, if if you are off map once you had to change majors I thought that was a little draconian yeah especially you know if you look at I love looking at data and the.

145

00:24:30.180 --> 00:24:48.510

Larry Abele: I think it was 2020 the longitudinal transcript analysis that all students who started college in 2012 how many change majors and about half the students change majors by the third term so again, I think the value, a lot of advisors have told me this.

146

00:24:50.370 --> 00:25:03.180

Larry Abele: So I said, you know in 2019 before we got locked down, I was meeting with some advisors, they said the another value of maps is when the student is not sure what they're going to do.

147

00:25:04.290 --> 00:25:16.290

Larry Abele: You can lay out four or five maps and say okay let's look at these courses How does that fit with your interests and look, you can get 80% of your courses will count toward that major.

148

00:25:16.830 --> 00:25:28.680

Larry Abele: Now you can do this with software it's truth is a visor with any experience can do this, you know 10 minutes yeah but um it really does help, especially when they come in.

149

00:25:30.750 --> 00:25:39.120

Larry Abele: We were not allowed to have undecided students in Florida, so our term was exploratory because legislature said, everyone had to have.

150

00:25:40.260 --> 00:25:47.730

Larry Abele: One of our governors tried to make them have a major by 11th grade now a person obviously had no experience with students but.

151

00:25:49.740 --> 00:26:06.480

Larry Abele: It also helps with the exploratory students can look over like they don't just hear the word economics or physics or engineering or music, they can look at the suite of courses associated with that degree and get a sense Is this something that interests me that that I want to do.

152

00:26:08.190 --> 00:26:16.740

Nikolas Huot: And undergrad there was that's exactly one of the questions like, how do we deal with since who are undecided or exploratory and to meet the Meta majors is a great.

153

00:26:17.010 --> 00:26:18.420

Nikolas Huot: option for that, because.

154

00:26:18.780 --> 00:26:33.690

Nikolas Huot: So many courses in the first year, the first year and a half or so similar so having a good advising session coming up with like you know information around careers and and what are you interested in things like that you can really help them, if not.

155

00:26:34.560 --> 00:26:51.510

Nikolas Huot: put them on a specific major but, at least in a discipline, a social sciences that were the first year really are going to be promised the same courses in that area and then helping with the students decide like are you interested more in psychology or sociology or anything else.

156

00:26:53.040 --> 00:26:59.790

Nikolas Huot: But to me that's I think that's the way many majors a good way of looking at it is there anything else, I can think of.

157

00:26:59.850 --> 00:27:10.620

Larry Abele: around whether we had a very sophisticated way to do,

maybe Meta majors we had yellow stadiums and we would put the academic map say all the majors and social sciences.

158

00:27:11.190 --> 00:27:16.050

Larry Abele: And then, a yellow stick them for every course that was common to at least three of them.

159

00:27:16.980 --> 00:27:29.670

Larry Abele: And so the Meta majors were really built after the major maps were built to make sure that the students had that opportunity i'm sure you know more sophisticated people could work it out, but yeah.

160

00:27:30.660 --> 00:27:39.720

Larry Abele: I don't know there's certain satisfaction of looking at yourself, and not just running a program and looking at what courses are in there, but the.

161

00:27:40.560 --> 00:27:49.530

Larry Abele: Also, we required a student they had to go to choosing a major workshop on mandatory until they had a major and now you know, like.

162

00:27:50.040 --> 00:28:03.870

Larry Abele: You can buy my major or you can use my next step, or all star.net there's lots of both free and and commercial software out there, that will help guide the student yeah.

163

00:28:05.040 --> 00:28:11.220

Larry Abele: And when I was an advisor it's like do you like mathematics oh God I hate it we're going to take all these majors off the table now.

164

00:28:11.250 --> 00:28:11.940

Larry Abele: yeah no.

165

00:28:13.230 --> 00:28:23.490

Larry Abele: But I love politics and public policy well have you thought about political science or criminology and criminal justice whole suite of things, but.

166

00:28:25.140 --> 00:28:35.910

Larry Abele: it's it only gets I think my experience, which may be limited on it only gets difficult when the students really floundering I have no idea what I want to do.

167

00:28:36.330 --> 00:28:47.040

Larry Abele: And you're right there are courses, you can get the students to take that are not harming them it'll move them towards graduation but gosh so many campuses and.

168

00:28:47.790 --> 00:28:59.070

Larry Abele: Especially I think transfer students get screwed over all the time I was at a Community college campus two years ago and was shocked to find that the local four year campus.

169

00:28:59.640 --> 00:29:13.200

Larry Abele: To local would not accept some of the undergraduate lower division business courses from the Community college it's the same course the same textbook in many cases, so I would urge everyone.

170

00:29:13.710 --> 00:29:25.650

Larry Abele: To you know look out for Community college students and transfer students and make sure the courses they bring in are being treated as they should be not thrown into an elective bucket but move them towards a degree.

171

00:29:26.520 --> 00:29:28.410

Nikolas Huot: And I think that, excuse me.

172

00:29:29.430 --> 00:29:35.820

Nikolas Huot: A good map may also have some flexibility, I mean I think y'all unless obviously there's some courses that you have to go one into.

173

00:29:36.480 --> 00:29:45.870

Nikolas Huot: Some labs or whatever, in some cases, but having you know for gen ED courses that you can swap from one term to the other or whatever so obviously someone comes in, with.

174

00:29:46.110 --> 00:29:57.360

Nikolas Huot: degrees, whether you know whether it's a transfer or someone with API be dual Romans you're able to actually modify the map

and still have students graduate on time, if not early because of those credits.

175

00:29:57.750 --> 00:30:05.340

Larry Abele: You know it's mostly the the milestone courses and prerequisites and typically there's only one milestone course term sometimes there's two.

176

00:30:05.790 --> 00:30:20.460

Larry Abele: But you're right, you can flip those courses, you know in lots of different ways to meet the needs of the students but it's important that they know where they are and where you know what they need to do to get where their goal is.

177

00:30:21.660 --> 00:30:23.130

Nikolas Huot: Actually, not a question.

178

00:30:24.600 --> 00:30:35.010

Nikolas Huot: So it says advisors that are and a number of students support services need to be very much engaged with this work, what do you do when your load is up to 500 students.

179

00:30:37.710 --> 00:30:40.230

Larry Abele: there's an I have huge sympathy first.

180

00:30:40.830 --> 00:30:43.830

Larry Abele: um I had 150 advisories as a.

181

00:30:43.830 --> 00:30:50.100

Larry Abele: faculty Member, and you know I should apologize to every one of those students Okay, they got a fair shake.

182

00:30:51.120 --> 00:31:05.220

Larry Abele: When I became provost we had about common one to 500 even larger and I would say the single best money that I ever spent and improving retention and graduation was adding advisors.

183

00:31:06.000 --> 00:31:12.330

Larry Abele: And people forget about tuition collections tuition collection is like compound interest.

184

00:31:12.810 --> 00:31:21.030

Larry Abele: every student you retain rolls over and you've got that student and the next one and pretty soon you're generating serious income.

185

00:31:21.420 --> 00:31:31.080

Larry Abele: I think, Tim Rebecca Georgia state said, for every student they retain or maybe there's two students, they can hire an academic advisor rolled out over the four years.

186

00:31:32.280 --> 00:31:49.530

Larry Abele: So it's real important not to forget about that tuition collection and if you're in a position where you can make sure that that money comes back to you, you know to your unit, whether it's academic advising or whatever, but don't forget about that a lot of money there.

187

00:31:50.010 --> 00:32:03.150

Nikolas Huot: And to me, I think the maps help, even if you have like a large load like 500 or you know some Community may have like you know 1200 and I just can be called just some for years as well, where you can actually have.

188

00:32:04.200 --> 00:32:11.190

Nikolas Huot: A group advising, if you will, like you know for for students, that you know, are in the same majors or in the same area.

189

00:32:12.150 --> 00:32:23.040

Nikolas Huot: Since you are doing well, you can have a group advising were here the maps any questions were you talking about and you spend a bit more time with seems to maybe have like dual enrollment or maybe a fail.

190

00:32:23.400 --> 00:32:34.740

Nikolas Huot: fail the class so now, you have to repeat it, and so on, so forth, but I think maps are great tools for group advising for not having to spend as much time on the logistic aspect of the enrollment.

191

00:32:35.430 --> 00:32:37.080

Nikolas Huot: Right like you know you have 30 minutes with.

192

00:32:37.080 --> 00:32:40.110

Nikolas Huot: Your advisor or your student as an advisor.

193

00:32:40.950 --> 00:32:47.010

Nikolas Huot: You should spend 30 minutes talking about what classes, you need to talk about you know our take the next semester that should be the map.

194

00:32:47.280 --> 00:33:01.980

Nikolas Huot: And if any questions and biotic coaching and talk about like you know, like you said discussion about your major Is this a direct major for you, and so on, so forth, so I think maps are great opportunity to really streamline in some cases process, even when you have a large.

195

00:33:03.120 --> 00:33:04.590

Nikolas Huot: Large advising load.

196

00:33:04.770 --> 00:33:11.430

Larry Abele: group advising is is a really good way to deal with that and I found sometimes I would invite.

197

00:33:12.540 --> 00:33:22.860

Larry Abele: i'm a student and Upper division students in that major to address the students ask you know answer questions I know all of you have listed biology, as your major.

198

00:33:23.220 --> 00:33:29.700

Larry Abele: And they're very large number of you and statistically you're not all going to remain biology major so.

199

00:33:30.570 --> 00:33:37.950

Larry Abele: we've got a couple of students here once you ask them questions on, you know as painful as it may be they're going to give you candid answers so.

200

00:33:38.790 --> 00:33:55.830

Larry Abele: group advising is one way I just think the maps smooth and facilitate so much that otherwise would have spent looking at the catalog and trying to figure out, you know what to do, but that's that's a really good point about the.

201

00:33:57.120 --> 00:34:06.090

Larry Abele: The tension dual enrollment if you have a large number of students coming in with dual enrollment you've got to work that into maps i'm.

202

00:34:07.680 --> 00:34:19.530

Larry Abele: Florida started funding in very generously dual enrollment and we had to do a lot of adjustment to maps as those students came in, sometimes with 1618 hours.

203

00:34:20.970 --> 00:34:25.800

Nikolas Huot: I think, to me that does the same thing with if most of your students.

204

00:34:26.370 --> 00:34:34.380

Nikolas Huot: Are part time I mean granted, I totally agree with, like the the 15 to finish, obviously, if there's but not everybody can do 15 hours, not everybody can do 12.

205

00:34:35.070 --> 00:34:42.510

Nikolas Huot: If you know that, like 75% of your population, for example, is only able to take nine hours, for whatever reason, how about creating maps.

206

00:34:43.170 --> 00:34:54.690

Nikolas Huot: For nine hours that you can again to me it's a degree plan like, how can I, as an institution, helps you graduate if you can only take nine hours and i've got two minutes, the information that you write with students like.

207

00:34:55.140 --> 00:35:01.980

Nikolas Huot: It will not take you two hours or two years to graduate when associate degree, if you take only nine hours on this date summer classes.

208

00:35:02.430 --> 00:35:09.570

Nikolas Huot: But let's talk about how long it's gonna take you and what classes and so on, so forth, so I think that's where the flexibility in some cases, that I saw it maps.

209

00:35:11.280 --> 00:35:30.240

Nikolas Huot: I don't remember which institution before say but it had the 15 hours per semester fall and spring and then, including summer so were like how you do 1212 six, so I think that helps also with the flexibility of a lot of the courses like.

210

00:35:30.810 --> 00:35:36.540

Larry Abele: At my first campus about 75% of the students were adult learners and part time.

211

00:35:37.680 --> 00:35:44.940

Larry Abele: And I didn't understand it, then, but what I would do now is I would focus on making sure they got the milestone courses.

212

00:35:45.690 --> 00:35:52.290

Larry Abele: If they were only going to take six or nine hours make that one of them and then fill in that way, if they do.

213

00:35:52.740 --> 00:36:04.560

Larry Abele: You know, get an opportunity to go full time they're not going back and say oh I can't take that course I didn't take the prerequisite, I didn't take that course, so I found that to be really helpful for part time students.

214

00:36:06.030 --> 00:36:12.030

Nikolas Huot: One of the question just again that's more logistics, also a bit is that what do you mean by milestone courses just make sure everybody's on.

215

00:36:13.230 --> 00:36:20.040

Larry Abele: that's a course that must be taken in that particular term in order to graduate in two or four years.

216

00:36:21.060 --> 00:36:23.850

Larry Abele: So it's not something you can put off.

217

00:36:26.040 --> 00:36:26.490

Larry Abele: and

218

00:36:27.870 --> 00:36:34.080

Larry Abele: Biology you know biology to a one has to be taken, the second term if you intend to graduate.

219

00:36:36.150 --> 00:36:41.550

Larry Abele: Now it's like a business all those fixed courses, you can say.

220

00:36:43.440 --> 00:36:49.350

Larry Abele: Accounting one must be taken in either second or third term you can either or.

221

00:36:50.640 --> 00:36:56.100

Larry Abele: But it makes sure the student understands this isn't something they can put off and still graduate on time.

222

00:36:58.860 --> 00:37:06.630

Nikolas Huot: A couple of other questions was like did you receive a lot of pushback on the repeat course policy, how much did the policy increase graduation rates.

223

00:37:08.370 --> 00:37:13.590

Larry Abele: What I always tried to do is never go to the Faculty senate without a ton of data.

224

00:37:14.220 --> 00:37:28.410

Larry Abele: And so I had for every course that there is multiple repeats on, I had the frequency distribution of what happened on the third attempt or fourth attempt or fifth attempt when they saw the information and then.

225

00:37:29.700 --> 00:37:44.070

Larry Abele: I also looked at about five or six other schools, and you know I picked you know peer schools, as well as aspirational schools, because we can be a little snotty or snobby as faculty members.

226

00:37:45.450 --> 00:37:50.250

Larry Abele: With this is how they're handling it, you know Chapel hill Berkeley or somewhere.

227

00:37:52.020 --> 00:38:03.930

Larry Abele: and giving them the information and options I didn't get much pushback after that I got some pushback from students, you know believe somehow by some miracle, they were going to pass that course.

228

00:38:07.170 --> 00:38:14.460

Nikolas Huot: One question do we have any idea how the students did in the job market and for that I think there are different ways that we can look at it.

229

00:38:15.090 --> 00:38:25.860

Nikolas Huot: One I would strongly recommend that you look at the University of Delaware website that has the information as to why students i'm to me it's kind of like a.

230

00:38:26.460 --> 00:38:32.970

Nikolas Huot: preamble she went to the academic map as to why you should be excited about this, people are major what are you going to do next four years.

231

00:38:33.510 --> 00:38:45.360

Nikolas Huot: What are the jobs, like you said associate with this, what are the titles, the job titles, what do you work and so on, so forth, so University of Delaware has that they include the information before their alumni.

232

00:38:45.690 --> 00:39:03.120

Nikolas Huot: So you can see a student can see like if I pursue a BA in psychology what what may happen with me like you know what once I graduate one of the jobs, you know where do where there are jobs, how much, am I going to be paid for, and so on, so forth, so for that particular question I would.

233

00:39:03.960 --> 00:39:12.120

Larry Abele: be the state of Florida requires every institution to report up every six months, I think, last year I went to once a year.

234

00:39:13.890 --> 00:39:23.310

Larry Abele: The quarterly first the WHO, the employment status of every student who graduated the previous year and their quarterly income.

235

00:39:24.270 --> 00:39:38.880

Larry Abele: And what I can't remember i'd have to go back and look at whether data they have on the site, but what I found kind of interesting as I I want I looked up you know okay you got a degree in

classics you know.

236

00:39:40.770 --> 00:39:51.810

Larry Abele: They were employed, you know and making some kind of income and the income of humanities, you know graduates were considerably lower than engineering graduates.

237

00:39:52.350 --> 00:40:02.820

Larry Abele: But um they had a pretty high rate of employment and I can't I think that might be on the Florida Board of Governors website I can't matter if they have the job titles or not.

238

00:40:04.950 --> 00:40:14.880

Larry Abele: And the the I think most of the narratives or the employment opportunities, at least on ours, we had some job titles.

239

00:40:15.630 --> 00:40:30.900

Larry Abele: You know, this is what you can do and then links to bureau of Labor statistics or other similar link what jobs are out there and I don't know if it's if it's free or not, but burning burning glass or MC.

240

00:40:32.430 --> 00:40:43.230

Larry Abele: I mean you can drill down by city county state a series of opportunities, and I think for most campuses it's free isn't it.

241

00:40:45.840 --> 00:40:46.680

Nikolas Huot: i'm not sure.

242

00:40:46.950 --> 00:40:50.130

Larry Abele: What strat when Strada as a nonprofit now, so I hope it's.

243

00:40:52.530 --> 00:40:59.730

Nikolas Huot: Okay, well, not a question is about the students seeking admissions to limited access programs I.

244

00:40:59.820 --> 00:41:00.150

know.

245

00:41:01.350 --> 00:41:13.650

Nikolas Huot: What do you do with that then and how do you like, can you build a plan B for for those who are unable to basically gain access to these particular program so what What would you be your.

246

00:41:13.680 --> 00:41:18.330

Larry Abele: What would be your strategy that's a great question because students often will.

247

00:41:19.410 --> 00:41:28.110

Larry Abele: register for courses that they think are very easy in order to get their GPA up to the minimum for those limited access courses.

248

00:41:28.680 --> 00:41:40.890

Larry Abele: And the truth is, it almost never goes well and it's extremely important to have options i'm i'm fortunately at the national level, as well as local you know.

249

00:41:41.460 --> 00:41:51.990

Larry Abele: nursing very high demand for nursing but and a town of 250,002 hospitals, the clinical rotation sites are limited.

250

00:41:52.590 --> 00:42:02.040

Larry Abele: And so you're only going to have only take so many majors and so within nursing those, especially since the first two year curriculum is often locked in.

251

00:42:02.460 --> 00:42:14.760

Larry Abele: What other options are there and now there's a whole series of majors you can find on different websites that to move from a nursing major into different aspects of healthcare without having a nursing degree.

252

00:42:15.540 --> 00:42:23.220

Larry Abele: it's very important to have that that option, because there's simply limited access means that not everyone's going to get in yeah.

253

00:42:23.340 --> 00:42:23.910

Nikolas Huot: And for that.

254

00:42:24.030 --> 00:42:25.380

Larry Abele: I figured let them try.

255

00:42:25.590 --> 00:42:28.020

Larry Abele: Or, to make them think they're going to get it yeah.

256

00:42:28.260 --> 00:42:39.600

Nikolas Huot: So I think to me it's like the student tracking and advising and career counseling I think not MIT not letting it the outreach of students not waiting to let the Semester, where they have to apply to say like oh right, you know.

257

00:42:39.960 --> 00:42:45.900

Nikolas Huot: You don't have the right GPA or something so making sure that there's a continued advising for those particular majors.

258

00:42:46.680 --> 00:42:55.260

Nikolas Huot: that's something that can help, and in some cases, it may, it may be worth their while to actually have a conversation after the first two semesters like you know what.

259

00:42:55.950 --> 00:43:05.190

Nikolas Huot: that that is not in the cards, but we do have other options here other majors that might fit your interest as well learn same field, and so on, so forth.

260

00:43:05.940 --> 00:43:17.190

Nikolas Huot: But really again let's not wait for the students to achieve like 60 hours for them say like guess what you can't complete the other 60 hours in that particular program That to me is a disservice to the students.

261

00:43:17.280 --> 00:43:28.110

Larry Abele: is really important to look at your catalog carefully on those limited access, when I first became previs the nursing said applicants must have a 3.2 blah blah blah.

262

00:43:28.530 --> 00:43:41.610

Larry Abele: Nobody was under three six ever got in yeah and so that is really misleading, you cannot say that you've got to say you know you're going to have to have a last year, a three six and.

263

00:43:42.150 --> 00:43:55.710

Larry Abele: You know these a and physiology and anatomy and be you know it's real important like he just said don't let the student get far along you know I actually advise students, which I didn't like to do.

264

00:43:56.310 --> 00:44:03.150

Larry Abele: Because it hurt our statistics, but another university, not a State not far away had slots of slots in nursing.

265

00:44:04.140 --> 00:44:15.990

Larry Abele: And I said, if that is your heart is absolutely set on that apply there and see if you can get into nursing, if you do that's wonderful will help you in every way we can but it doesn't look like it's going to work here yeah.

266

00:44:16.770 --> 00:44:22.890

Nikolas Huot: So last question, and of course we're running out of time for those of you who are still questions will give you a.

267

00:44:23.700 --> 00:44:30.780

Nikolas Huot: an email address you also feel free to reach out to me or to Larry to have this question answered the last question I think again, a lot of folks.

268

00:44:31.470 --> 00:44:41.760

Nikolas Huot: think they have maps thing they have somewhat good maps are some cases, but what is the best process to get started, you know I think you mentioned.

269

00:44:43.860 --> 00:44:50.760

Nikolas Huot: About that affiliate forming a community and waiting for them to actually look at it, but really starting with something in mind for them to review.

270

00:44:53.070 --> 00:44:58.770

Larry Abele: I don't know if you still have it on the CCA website, but I I tried to break it down.

271

00:44:59.880 --> 00:45:02.400

Larry Abele: into 17 baby steps.

272

00:45:03.420 --> 00:45:03.870

Larry Abele: Now.

273

00:45:05.370 --> 00:45:13.290

Larry Abele: You know what you know get a draft format, you know how you think it would be and then open the catalog.

274

00:45:14.040 --> 00:45:26.670

Larry Abele: You know the great thing is all those courses have been approved by the Faculty the degree requirements have been approved by the Faculty so begin by reformatting the information in the catalog.

275

00:45:27.270 --> 00:45:45.090

Larry Abele: And, as I said, put the name of the course down just don't put a code, you know how many hours is it you know you probably don't have initially a recommended minimum grade, but you know how which course must be taken in which term if you're going to graduate in two years, so.

276

00:45:46.770 --> 00:46:01.740

Larry Abele: Like I mentioned before, I do not believe in bringing a faculty group anything that we couldn't get at least a draft done first so went through I listed English and math in the first term.

277

00:46:02.850 --> 00:46:09.510

Larry Abele: Also, make make sure that it's any special conditions, limited access is this a limited access program let them know up front.

278

00:46:12.120 --> 00:46:19.110

Larry Abele: There are lots of different things, you can do, but I always got at least a draft done and then took it to the Faculty.

279

00:46:19.710 --> 00:46:34.110

Larry Abele: And said, this is what we have reformatted out of the catalog did we get it right, and if so, let us know, if not, what can we do to improve it, but don't just put codes in there and.

280

00:46:35.340 --> 00:46:45.630

Larry Abele: Or you know just put on general education you open to general education and there are campuses where there are literally eight and 900 choices.

281

00:46:46.170 --> 00:46:51.840

Larry Abele: And you can make such a mistake, for instance, if you're a business major there are very specific courses.

282

00:46:52.350 --> 00:46:59.820

Larry Abele: You have to take in general ED to fulfill those requirements, and those are not the same courses that you have to take to fulfill.

283

00:47:00.360 --> 00:47:14.130

Larry Abele: The major say in in one of the sciences so by taking the wrong general education by not giving the student that guides you can call that student a Semester and a heck of a lot of time and money unnecessarily yeah.

284

00:47:15.120 --> 00:47:17.160

Nikolas Huot: So, for those of you Thank you so much for that.

285

00:47:18.330 --> 00:47:32.280

Nikolas Huot: For those of you who were asking you know and i'm a visual person, so I just fyi if you're looking for a good examples I think University of Florida State University, I think I was pretty good maps right sorry I hope so, at least.

286

00:47:32.790 --> 00:47:34.260

Larry Abele: I don't think they're as good as they were.

287

00:47:37.410 --> 00:47:42.390

Larry Abele: I think I sent you one actually if you look at the you asked me to do a.

288

00:47:43.740 --> 00:47:46.440

Larry Abele: Little video thing and 2018 I think.

289

00:47:46.800 --> 00:47:53.670

Larry Abele: hmm um there's a picture of a map that I like now, a lot, you know that's My personal preference doesn't mean it's the right

one.

290

00:47:54.000 --> 00:47:57.000

Larry Abele: God, I think it would give give you an idea of how to start.

291

00:47:57.540 --> 00:48:08.310

Nikolas Huot: So we can put it on next to the so on a website where we're going to post the recording of this webinar we can link to different station and good maps are including your video and.

292

00:48:08.910 --> 00:48:09.660

send you a map.

293

00:48:11.370 --> 00:48:21.570

Nikolas Huot: So with this Thank you so much sorry again, this is the first one you're going to be able to see the video the recording if you want to go back to some of the notes, if you missed some of the notes or.

294

00:48:22.200 --> 00:48:34.200

Nikolas Huot: Something like that, on our same website go to complete college.org and going to be able to see the link to go to CCA live, if you have any other questions that have not been answered during the.

295

00:48:35.040 --> 00:48:44.340

Nikolas Huot: webinar or, if you have any other questions after you log off please feel free to reach out to me my email is on.

296

00:48:45.390 --> 00:48:50.580

Nikolas Huot: on the screen right now, and I can reconnect you to to Larry with this our next.

297

00:48:52.950 --> 00:49:03.600

Nikolas Huot: webinar rather is on math pathways is on February 25 again same time Thursday at 3pm Eastern so with that Thank you so much Larry.

298

00:49:04.800 --> 00:49:10.800

Larry Abele: I will send you i'll send you that model map that I like and i'll send you the steps to take, and you.

299

00:49:11.790 --> 00:49:12.570

Larry Abele: If anyone wants them.

300

00:49:12.960 --> 00:49:24.600

Nikolas Huot: we'll put it below the video So if you have any questions guys make sure you check back to our website to see what Larry is going to send us so again, thank you so much, everybody have a great.

301

00:49:24.960 --> 00:49:26.490

Nikolas Huot: Day and i'll see you next day.

302

00:49:26.730 --> 00:49:27.180

Nikolas Huot: And next week.

303

00:49:27.210 --> 00:49:29.880

Larry Abele: Thank you for all your interest of the attendees.

304

00:49:30.000 --> 00:49:31.800

Nikolas Huot: Absolutely Thank you everyone.