

11:01:12 Okay, so we'll, let's get started and I'm sure that, you know,
11:01:15 folks who join us.
11:01:17 We'll we'll catch up.
11:01:05 Okay, so we'll.
11:01:18 Pretty quickly. My name is Nicholas Hewitt.
11:01:19 Strategy director.
11:01:21 Complete college America. It's my pleasure to welcome you to today's.
11:01:24 Webinar.
11:01:29 Core sharing with colleagues from Acadia that into college and from
11:01:33 college as well, who will join us in.
11:01:08 Let's get started and I'm sure that you know folks who joined us will
catch up pretty quickly. My name is Nicholas Hewitt strategy director I Complete
College America it's my pleasure to welcome you to today's webinar on course
sharing with colleagues
11:01:35 In a minute.
11:01:36 By the way just before we get started a few words about today's
11:01:40 webinar.
11:01:43 One guests are muted during the duration of the webinars.
11:01:47 So if you do have questions.
11:01:23 from Acadia than into college, and Ferrum college as well who will join us
in in a minute.
11:01:31 By the way, just before we get started a few words about today's webinar.
11:01:48 Please use the Q and a.
11:01:54 Future,
11:01:54 and obviously feel free to use the chat for comments and sharing
11:01:58 resources and so on and so forth. So again,
11:02:00 Una is available.
11:02:02 And is open for you during the entire webinars,
11:02:04 or you don't have to wait until the end to ask your questions.
11:01:38 One guests are muted during the duration of the webinar so if you do have
questions, please use the q amp a feature. And obviously, feel free to use the chat
for comments and sharing resources and so on so forth.
11:02:07 The weather I will be recorded and it will be available on our
11:02:11 website.
11:02:13 Along with the transcript as well.
11:02:13 So, if you want to issue here, something that you're.
11:02:16 When I share with your colleagues.
11:02:16 Ideally, they can always join tomorrow.
11:02:18 But if they're unable to.
11:02:21 We'll be able to share the link with them as well.
11:01:52 So again, the q amp a is available, and is open for you during the entire
webinar so you don't have to wait till the end to ask your questions. The webinar
will be recorded and it will be available on our website, along with the
transcript, as well.
11:02:25 As well, one thing I want to make sure.
11:02:38 Is the live transcript button at the bottom of your screen here,
11:02:08 So if you want to hear something that you're want to share with your
colleagues, ideally they can always join tomorrow. But if they're unable to be able
to share the link with them as well as well.
11:02:42 you'll see, is close caption. And so if you are,

11:02:23 One thing I want to make sure is the live transcript button at the bottom of your screen here, you'll see is closed caption and so if you are.
11:02:45 if you're interested in having the closed captioning, it is.
11:02:47 An automated service. So there might be some.
11:02:49 Mistakes obviously, but it is, I think a great resource.
11:02:52 So with this.
11:02:54 I'll
11:02:55 move it closer right now to Molly to introduce our panelists.
11:02:59 And we'll get started.
11:02:33 If you're interested in having the closed captioning, it is an automated service so there might be some mistakes, obviously, but it is I think a great resource.
11:02:45 So with this, I'll move closer right now to Molly to introduce our panelists, and we'll get started.
11:03:08 Hey everybody.
11:03:08 My name is Molly Shia and I am the senior director and a KTM newly
11:03:11 established center of excellence.
11:03:13 And I'm going to be representing a KTM today and moderating our
11:03:15 discussion.
11:03:16 Joining us today.
11:02:59 Hey everybody my name is Molly Shannon I'm the senior director and a Katie Holmes newly established Center of Excellence and I'm going to be representing the Kdm today and moderating our discussion.
11:03:18 We're so pleased to have some very strong net networks.
11:03:20 Partners from our network who are going to be sharing experiences with
11:03:23 us today.
11:03:24 First we have Dr. Sandra vine.
11:03:26 She is the Dean of graduate and online education studies.
11:03:30 And an associate professor of political science at Fareham college.
11:03:31 Sandra has been teaching at Ferrum for over 10 years.
11:03:39 And it has been in her role as Dean for.
11:03:08 Joining us today we're so pleased to have some very strong network networks partners from our network who are going to be sharing experiences with us today.
11:03:40 For two years.
11:03:51 Also joining us is Jamila Lynn.
11:03:53 She is a leading advocate for student support and success in the
11:03:15 First we have Dr. Sandra vine she is the Dean of Graduate and online education studies and an associate professor of political science at Ferrum college, Sandra has been teaching at Ferrum for over 10 years and has been in her role as dean for two years.
11:03:59 historically black college and university landscape.
11:03:32 Also joining us is Jamila Lynn, she is a leading advocate for students support and success in the historically black college and university landscape and in her role as a senior fellow and Katie I'm Center of Excellence she advises institutions on leveraging
11:03:59 And in her role as a senior fellow and a KTM center of excellence,
11:04:02 she advises institutions on leveraging course sharing to bridge the
11:04:05 gap.
11:04:06 And delivering quality academic courses and programs.

11:04:09 She is also the director of specialized programming.
11:04:12 At Benedict college and we'll hear a little bit from them later on in
11:03:48 leveraging course sharing to bridge the gap and delivering quality
academic courses and programs. She is also the director of specialized programming
at Benedict college, and we'll hear a little bit from them later on in our
presentation today.
11:04:15 our presentation today.
11:04:16 Thank you. So company.
11:04:17 Because America, for those of you who, who know,
11:04:19 who know us know that we are.
11:04:21 Focusing specifically on college completion and eliminating.
11:04:32 Equity gaps.
11:04:33 And we do this by using policies and strategies that focus
11:04:05 Thank you so company College America for those of you who know who know us
know that we are focusing specifically on college completion and eliminating equity
gaps and we do this by using policies and strategies that focus specifically on
removing institutional
11:04:36 specifically on removing institutional and structural barriers to
11:04:39 college completion.
11:04:40 And I'd say I'm particularly excited to partner with Acadian on core
11:04:44 sharing consortium.
11:04:45 Because to me,
11:04:46 core sharing is an amazing opportunity and it's amazing.
11:04:49 Tool that really supplements so many and compliments.
11:04:23 and structural barriers to college completion and I'd say I'm particularly
excited to partner with Acadian on core sharing Consortium, because to me core
sharing is an amazing opportunity and it's amazing tool that really supplements so
many compliments.
11:04:51 So many of our strategies that you'll hear tobacco about a little
11:04:55 bit more.
11:04:56 Later in this webinar. So again, very excited.
11:04:59 I'll turn it over back to tamale.
11:05:00 Are we going to do this back and forth? You'll see during the,
11:05:03 the webinar, but just want to make sure that, you know,
11:05:05 a little bit more about what core sharing is and as well.
11:04:38 So many of our strategies that you'll hear to talk about a bit more later
in this webinar. So again, very excited. I'll turn it over back to tamale, we're
going to do this back and forth, you'll see during the webinar, but just want make
sure that you
11:05:07 What is a consortium and consist of.
11:05:16 Thank you. Let me just talk a little bit about Acadia.
11:05:18 So Acadian leverages the value of partnership with like-minded
11:05:22 institutions. We support the concept of consortiums,
11:04:54 know a little bit more about what core sharing is and as well. What is a
consortium consists of.
11:05:24 which serve to expand.
11:05:26 Academic opportunity and maximize the of business efficiencies.
11:05:29 Of course sharing.
11:05:04 Thank you, Nicholas let me just talk a little bit about Acadia so Acadian
leverage is the value of partnership with like minded institutions, we support the

concept of consortiums which served to expand academic opportunity and maximize the efficiency

11:05:30 So the brands that you see listed here have found consortiums because
11:05:34 they trust.

11:05:35 Acadian and the work that we do to support student progress and
11:05:37 success.

11:05:38 To help students to stay on track, to graduate.

11:05:40 And to support program and have enhanced spending growth.

11:05:18 efficiencies of course sharing. So the brands that you see listed here
have formed consortiums because they trust Acadian and the work that we do to
support student progress and success to help students to stay on track to graduate,
and to support program

11:05:48 And as evidence of this work,

11:05:49 you'll see the Lumina foundation has invested in KTM because they do

11:05:52 recognize that we have the greatest impact in outcomes for very low

11:05:56 investment in cost.

11:05:57 Next slide.

11:05:33 and have enhanced spending growth. And as evidence of this work, you'll
see the Lumina Foundation has invested in and Katie them because they do recognize
that we have the greatest impact and outcomes for very low investment in cost.

11:05:48 Next slide.

11:06:01 So I'm going to speak a little bit about the benefits of forming an

11:06:03 online course.

11:06:04 You're in consortium and partnership with complete college America.

11:06:07 So as part of a course, you're in consortium.

11:06:10 Schools work toward the shared goal of supporting the students.

11:06:12 And progress and efficiency, and this is done in a number of ways.

11:06:16 Institutions share courses to balance course of supply and demand.

11:05:50 So I'm going to speak a little bit about the benefits of forming an online
course sharing Consortium, in partnership with Complete College America so as part
of a course sharing consortium schools work toward the shared goal of supporting
student student

11:06:19 So you may have a course with extra seats that you would like to offer

11:06:22 to members.

11:06:23 For schools.

11:06:27 Maybe you want to provide more of a community learning experience for

11:06:30 your own students,

11:06:31 students by offering more ideal class sizes and opening seats to other

11:06:34 students, or perhaps you have.

11:06:03 progress and efficiency and this is done in a number of ways. Institutions
share courses to balance course supply and demand so you may have a course with
extra seats that you would like to offer to member schools.

11:06:36 A directed study scheduled and wanted to provide a better experience

11:06:38 for students by filling seats for a larger class size.

11:06:16 Maybe you want to provide more of a community learning experience for your
own students, students by offering more ideal class sizes and opening seats to
other students or perhaps you have a directed study scheduled and want to provide a
better experience

11:06:45 Or you may have students who need courses that you are not able to

11:06:47 offer for a variety of different reasons.

11:06:49 Don't have a faculty member to teach in a given semester or resources
11:06:52 just aren't available to offer that course at that time.
11:06:29 for students by filling seats for a larger class size or you may have
students who need courses that you are not able to offer for a variety of different
reasons don't have a faculty member to teach in a given semester or resources just
trying to be able
11:07:00 The consortium model allows for expanded curriculum and programs by
11:07:04 broadening your catalog.
11:07:04 So you can include courses that you don't normally offer within a
11:07:07 given term,
11:07:08 provide courses for new program that aren't fully developed yet.
11:07:11 And you're still working to stand that up.
11:06:42 to offer that course at that time, the social model allows for expanded
curricula and programs by broadening your catalog so you can include courses that
you don't normally offer within a given term provide courses for a new program that
aren't fully
11:07:12 Or offer a new specialization using courses from other institutions.
11:07:16 But of course you're in can also be used for event scheduling
11:07:18 challenges and roadblocks.
11:07:19 So student students can fall into a variety of different situations
11:07:22 where it's standing, waiting circumstances.
11:07:24 Prohibit them from taking a course in a given semester.
11:07:26 And your goal really is to retain students,
11:07:28 to maintain student progress and to help them stay on track.
11:06:57 developed yet and you're still working to stand that up, or offer new
specialization using courses from other institutions, but course sharing can also
be used for rent scheduling challenges and roadblocks so student, students can fall
into a variety
11:07:33 So if students fail a course and need to replace a grade,
11:07:11 of different situations where it's any waiting circumstances prohibit them
from taking a course in a given semester, and your goal really is to retain
students to maintain student progress, and to help them stay on track.
11:07:35 they want to get ahead in the next semester and T courses over the
11:07:38 summer or winter term.
11:07:39 Maybe they need one or two courses to graduate and spring,
11:07:42 but those courses aren't offered.
11:07:45 You may have student athletes who need to maintain sufficient academic
11:07:49 standing, continue to continue to play.
11:07:32 So if students fail a course and need to replace a grade, they want to get
ahead in the next semester and take courses over the summer, winter term. Maybe
they need one or two courses to graduate and spring but those courses are offered.
11:07:50 These can all be accomplished through course sharing.
11:07:53 Next slide, please.
11:07:55 So let's talk through at a very high level, how course sharing works.
11:07:38 You may have student athletes who need to maintain sufficient academic
standing continue to continue to play. These can all be accomplished through course
sharing.
11:07:48 Next slide please.
11:08:06 The Acadian platform provides broader insight into the quality of
11:08:09 courses that students are taking by providing greater control with

11:08:12 selecting and pre-approving courses.
11:08:21 So through the platform, you have access to syllabus,
11:07:50 So let's talk through at a very high level how course sharing works. The Acadian platform provides broader insight into the quality of courses that students are taking by providing greater control with selecting and pre approving courses.
11:08:24 review course objectives, assignments, deliverables,
11:08:26 different types of synchronous, asynchronous engagement.
11:08:29 As part of that force, the duration of the course, the grading rubric,
11:08:06 So through the platform you have access to still abide to review course objectives assignments deliverables, different types of synchronous asynchronous engagement as part of that for the duration of the course the grading rubric etc.
11:08:31 et cetera, complete insight into the course.
11:08:33 And you can also review faculty credentials to gain better
11:08:36 understanding of the experience and qualifications of the faculty
11:08:38 teaching in those courses.
11:08:40 These allow for really intentional vetting of consortium forcers
11:08:19 Complete insight into the course. And you can also review faculty credentials to gain better understanding of the experience and qualifications of the faculty teaching in those courses.
11:08:43 courses with greater insight.
11:08:45 Then you would otherwise have available through the transfer course
11:08:47 system where you often only have just the course description as a
11:08:50 means for review.
11:08:52 Next slide, please.
11:08:56 So this concept of course, sharing really isn't a new one.
11:08:58 Schools have been sharing courses for a variety of different reasons
11:08:29 These allow for really intentional vetting of consortium courses courses with greater insight than you would otherwise have available through the transfer course system where you often only have just the course description as a means for review.
11:08:45 Next slide please.
11:09:01 for decades.
11:09:03 But there really hasn't been a scalable and efficient mechanism for
11:09:05 doing so.
11:09:12 KTM has done is we've built a system that allows schools to search and
11:09:15 review those courses from other regionally accredited institutions,
11:08:47 So this concept of course sharing really isn't a new one schools have been sharing courses for a variety of different reasons for decades, but there really hasn't been a scalable and efficient mechanism for doing so.
11:09:19 with the ability to offer and request those seats.
11:09:21 On a platform that handles that transparency into the courses that
11:09:24 you're selecting, but also handles.
11:09:26 The financial extinct exchange, which,
11:09:27 which makes it very efficient and transparent.
11:09:29 As I mentioned before.
11:09:00 What Katie, has done is we've built a system that allows schools to search and review those courses from other regionally accredited institutions with the ability to offer and request, those seats on a platform that handles that transparency into the
11:09:15 courses that you're selecting but also handles the financial exchange

exchange which, which makes it very efficient and transparent.

11:09:39 A home institution,

11:09:41 the school whose student is taking a course at another institution

11:09:43 really has the ability to review course details,

11:09:46 including the syllabus, credentials, et cetera,

11:09:49 to determine whether or not a course should be used for those for.

11:09:51 For their students.

11:09:52 The course then operates just as any other force within a home

11:09:22 As I mentioned before, home institution, the school who student is taking

a course at another institution really has the ability to review course details

including the syllabus credentials, etc.

11:09:36 to determine whether or not a course should be used for the for their

students.

11:09:55 institution and is transcribed as the home institutions

11:09:59 course, which means that.

11:10:00 The hours are counted as residential hours,

11:10:02 financial aid applies and the actual grade is transcribed at the home

11:10:06 institution.

11:10:09 All of this without the hassles of application approval documents and

11:09:41 The course then operates, just as any other course within the home

institution, and as transcript it as the home institutions course which means that

the hours are counted as residential hours financial aid applies, and the actual

grade is transcribed

11:10:13 the exchange of transcripts that typically come with transfer course

11:10:15 process.

11:10:17 And this really enables you to recapture the tuition dollars.

11:10:20 That you may otherwise be that may otherwise be used at another

11:10:22 school.

11:10:28 Where your student is taking the transfer course.

11:09:58 at the home institution. All of this without the hassles of application

approval documents and the exchange of transcripts that typically come with

transfer course process.

11:10:29 So it creates that efficiency and capturing credit,

11:10:32 replacing grades and,

11:10:33 and keeping your students fully enrolled at your institution.

11:10:09 And this really enables you to recapture the tuition dollars that you may

otherwise be that may otherwise be used at another school where your student is

taking the transfer course so it creates that efficiency and capturing credit

replacing grades and

11:10:36 Next slide.

11:10:37 So historically.

11:10:41 Schools have relied on their transfer course process to provide

11:10:44 students with the courses that they need,

11:10:46 which requires layers of paperwork.

11:10:24 keeping your students fully enrolled at your institution.

11:10:28 Next slide.

11:10:54 Primarily falling on the student to find the course request that the

11:10:58 course is improved,

11:10:59 secure levels of approval and enroll at the institution where they're

11:11:02 taking that transfer course. And then once the course is complete.

11:11:05 Students need to request that transcript for the course.
11:10:31 So historically schools have relied on their transfer course process to provide students with the courses that they need, which requires layers of paperwork, primarily falling on the student to find the course request the course is approved, secure levels
11:10:47 of approval and enroll at the institution where they're taking that transfer course and then once the course is complete. Students need to request that transcript for the course.
11:11:13 But the greatest I'd always accepted and financial aid can't be
11:11:15 applied. If the student qualifies as a home institution,
11:11:18 the school where the student is registered,
11:11:20 then network provides a secondary catalog in which you can lean.
11:11:23 So you, so you can solve the problem with you.
11:10:57 But the greatest not always accepted and financial aid can't be applied. If the student qualifies as a home institution, the school where the student is registered the network provides a secondary catalog on which you can lean, So you, so you can solve
11:11:25 Without being able to offer that within your fixed catalog or
11:11:27 schedule. So you have the ability to enroll students.
11:11:29 In courses from other schools to assist students in continuing
11:11:33 progress on interrupted.
11:11:36 And in a consortium offered through a KTM courses are selected and
11:11:40 improved by the home institution, which does eliminate the student,
11:11:11 the problem with you without being able to offer that within your fixed catalog or schedule so you have the ability to enroll students in courses from other schools to assist students in continuing progress on interrupted.
11:11:43 that student paper chasing.
11:11:45 For approval and trans transcript requests that we talked about
11:11:47 earlier.
11:11:48 And again, courses are transcribed at the home institution.
11:11:51 So it appears as your own course.
11:11:56 And remains eligible for financial aid coverage.
11:11:58 So students are really minimizing that out of pocket expense,
11:11:26 And in a consortium offered through a Kdm courses are selected and improved by the home institution which does eliminate the student that student paper chasing for approval and trance transcript requests that we talked about earlier.
11:12:01 where they are financially dependent.
11:12:03 So you have the opportunity to search for and provide courses for
11:11:40 And again courses are transcript aimed at the home institution. So it appears as your own course and remains eligible for financial aid coverage so students are really minimizing that out of pocket expense, where they are financially dependent.
11:12:06 students to get them what they need, which Willie Mae.
11:12:08 You more proactive so that students can stay engaged with your
11:12:10 institution.
11:11:56 So you have the opportunity to search for and provide courses for students to get them what they need, which really makes you more proactive so that students can stay engaged with your institution, you direct students to the specific courses that they

11:12:23 You direct students to the specific courses that they need,
11:12:25 and they are only taking those courses that you've vetted and
11:12:28 approved.
11:12:29 So insight into and approval for the courses for your students.
11:12:32 It allows also allows our student, your students to peruse.
11:12:35 And requests forces that they need.
11:12:10 need, and they are only taking those courses that you've vetted and
approved so insight into and approval for the courses for your students. It allows
also allows our student your students to peruse and request courses that they need.
11:12:36 Again, these will always be approved through you.
11:12:38 There is never a time when students.
11:12:40 We'll be enrolled in a course that you have not approved first
11:12:42 approved for them to take.
11:12:43 And it also gives you the opportunity to be pretty prescriptive with
11:12:46 the courses that you want your students to take and approve for them
11:12:49 to enroll in.
11:12:50 So as part of that as a home institution,
11:12:52 you are able to be more strategic with academic schedules.
11:12:25 Again, these will always be approved through you There is never a time
when students will be enrolled and of course that you have not a professor approved
for them to take.
11:12:33 And it also gives you the opportunity to be pretty prescriptive with the
courses that you want your students to take and approved for them to enroll one.
11:13:03 Program offerings, faculty assignments and backups.
11:13:06 It reduces instructional costs.
11:13:07 It gives students the option to repeat a course without having to
11:13:10 offer a directed study or make them wait until the course is
11:12:42 So as part of that as a home institution, you are able to be more
strategic with academic schedules program offerings faculty assignments and
backups, it reduces instructional costs.
11:13:13 available.
11:13:14 And it offers students more choices to keep them engaged and stay on
11:13:17 track without sacrificing the quality of the course.
11:13:20 And some institutions receive.
11:13:21 Performance-based funding.
11:13:27 Through course sharing.
11:13:28 And transcribing the courses as your own course and corresponding
11:12:55 It gives students the option to repeat a course without having to offer a
directed study or make them wait until the course is available, and it offers
students more choices to keep them engaged, and stay on track, without sacrificing
the quality of the
11:13:32 set success outcomes.
11:13:34 It ensures that you are able to capture that performance.
11:13:37 This is an opposition to the CRISPR course transfer course process.
11:13:40 Whereby the teaching institution,
11:13:42 where the student took the course off, off campus.
11:13:44 Typically reports on those success measures. So it really.
11:13:46 Support set performance based funding.
11:13:09 course, and some institutions receive performance based funding through
course sharing and transcripts, the courses as your own course and corresponding to

set success outcomes, it ensures that you are able to capture that performance.

11:13:48 Next slide.

11:13:51 For schools that are offering courses in the consortium model as the
11:13:27 This is an opposition to the transfer course transfer course process
whereby the teaching institution where the student took the course, off, off
campus, typically reports on those success measures so it really supports that
performance based funding.

11:13:42 Next slide.

11:13:54 teaching institution.

11:13:57 At the,

11:13:59 provides them an opportunity to do several things in core sections

11:14:02 where there are empty seats.

11:14:04 Students from other schools can enroll in these courses to assist in

11:14:07 filling course to capacity.

11:13:45 for schools that are offering courses in the consortium model as a
teaching institution that provides them an opportunity to do several things, and
course sections where they're empty seats, students from other schools can enroll
in these courses to assist

11:14:14 And by offering these empty seats at a competitive price,

11:14:18 each filled seat becomes additional revenue for that Institute

11:14:20 institution. And we'll talk a little bit more about pricing in a bit.

11:14:23 But we also know the value in creating a classroom learning community

11:14:01 in filling course to capacity, and by offering these empty seats at a

competitive price. Each filled seat becomes additional revenue for that

institution, institution and we'll talk a little bit more about pricing in a bit.

11:14:26 that offers very diverse perspectives.

11:14:28 So by exposing classrooms to students from other schools or regions,

11:14:38 It adds a layer of academic benefit by improving that critical

11:14:15 But we also know the value in creating a classroom learning community that
offers very diverse perspectives. So by exposing classrooms to students from other
schools or regions.

11:14:41 thinking and confidence.

11:14:43 And of course provides students with an opportunity to share

11:14:45 experiences across different schools.

11:14:47 Next slide.

11:14:48 So as Molly mentioned, I think this is to me, honestly.

11:14:51 It's a win-win for the institutions.

11:14:59 But it's also very much of a win for the students.

11:14:27 It adds a layer of academic benefit by improving that critical thinking
and confidence and of course provides students with an opportunity to share
experiences across different schools.

11:14:38 Next slide.

11:15:01 And I think that's something that I want to focus on a little bit

11:15:03 more.

11:15:04 And I think Molly mentioned a lot of great examples about how this

11:14:41 So as Molly mentioned I think this is to me honestly it's a win win for
the institutions, but it's also very much of a win for the students and I think
that's something that I want to focus on a little bit more I think Molly mentioned
a lot of great examples

11:15:06 process makes things so much easier for the students. I think that.

11:15:09 It.

11:14:54 about how this process makes things so much easier for the students I think that it, that the core sharing and consortium really makes institutions much more student ready and much more about student focus that the responsibility is on the institution,

11:15:29 The core sharing consortium, really mixed institutions,

11:15:33 much more student ready and much more about student focus that

11:15:37 the responsibility is on the institution,

11:15:11 not under student to basically create the structure to progression towards their degree so you're talking about like the flexibility for the scheduling, that my mentioned the credit accumulation, because again, the student is able to take a 16 or 15 week

11:15:39 not on the student to basically create the structure to a

11:15:43 progression towards their degree.

11:15:44 So are we talking about like the flexibility for the scheduling that

11:15:47 Molly mentioned the credit accumulation? Because again,

11:15:49 the student is able to take a 16 or 15 week schedule.

11:15:52 But to keep on track is, you know, and in order to.

11:15:27 schedule, but to keep on track is you know and in order to not include you know too many preps or too many courses at the same time is able to take many Messrs basically are the first half and the second half, where by the end of the fall semester for

11:15:55 Not include too many preps or too many courses at the same time is

11:15:59 able to take many masters basically,

11:16:01 or the first half and second half where by the end of the fall

11:16:04 semester, for example, is able to register for 15 hours,

11:16:07 still staying on track, but not having five courses.

11:16:09 At the same time,

11:16:10 it makes things for the accessibility and the availability. I mean,

11:15:44 example is able to register for 15 hours, still staying on track, but not having five courses. At the same time, it makes things for all the accessibility and availability I'm thinking, if you're in a region where your next closest institution is 3040

11:16:13 I'm thinking if you're in a region where you're next.

11:16:17 Closest institution is 30, 40 miles away. That may not be an avail,

11:16:20 you know?

11:16:21 An option.

11:16:22 For some of your students to transfer or even like, damn.

11:16:25 Transient courses at this institution.

11:16:27 This score, sharing consortium.

11:16:28 Honestly, you know,

11:16:02 miles away, that may not be an available option when I say for some of your students to transfer or even like transit courses at this institution, this core sharing consortium honestly, you know, makes things available to the entire nation, quite honestly

11:16:32 Makes things available to ddar nation, quite honestly,

11:16:36 and Alliance,

11:16:37 or we can restrict it as well to the type of institution that you want

11:16:40 to focus on.

11:16:41 Some are two years that share your values or shared demographics.

11:16:43 If you're looking at HSIs AGB,
11:16:46 MSIs, you want to look into your state or system.
11:16:20 and our alliance or we can restrict it as well to the type of institution
that you want to focus on summer two years I share your values or shared
demographics if you're looking at HSBC HSBC us emphasize want to look into your
state or system.
11:16:48 So I think that'd be affordability aspect that,
11:16:50 that Molly mentioned that this is our bang at your institution,
11:16:53 not the price and the tuition at the.
11:16:55 Other institutions.
11:16:56 So everything really stays inside and it really is.
11:17:00 Something that when you're baking into the cake,
11:16:36 So I think that the affordability aspect that that Molly mentioned that
the suits are paying at your institution, not the price and the tuition at the
other institution so everything really stays inside, and it really is something
that when you're baking
11:17:10 It really helps students again, progress much more faster,
11:17:13 because then this is another strategy that as an institution you're
11:17:17 providing to your students for the benefit of your students towards
11:17:19 progression so that they can stay much more connected to your
11:16:52 into the cake. It really helps students get progress, much more faster
because that this is another strategy that as an institution you're providing to
your students for the benefit of your students towards progression, so that they
can stay, much more
11:17:23 institution.
11:17:30 And something I want to really focus on is, again,
11:17:32 the benefit is to CCA Alliance is that connection and
11:17:35 leveraging the,
11:17:36 the knowledge and the learning and the expertise and experience of
11:17:39 other institutions across the country, within our Alliance.
11:17:08 connected to your institution, and something I want to really focus on is
again the benefit of the CCA Alliance is that connection and leveraging the, the
knowledge and the learning, and the expertise and experience of other institutions
across the country,
11:17:42 And this is a great opportunity, again, to use a resources.
11:17:45 You know,
11:17:46 Particularly faculty and the course.
11:17:24 within our alliance. And this is a great opportunity again to use our
resources, you know, particularly faculty, and the course enrollment process. These
are the institutions to support your students.
11:17:48 Enrollment processes.
11:17:49 Are there institutions to support your students?
11:17:52 So it is a win-win.
11:17:53 Woodwind whim for both institutions and the students.
11:17:55 Quite honestly,
11:17:57 to progress and learn as they go and progress without really
11:18:01 unnecessary barriers.
11:18:02 If you're talking to your registrar, you know,
11:18:04 how much of a hassle it is to take care of transient courses?
11:17:37 So, it is a win win win win win for both institutions and the students,

quite honestly to progress and learn as they go and progress without really unnecessary barriers and if you talk to your, your registrar, you know how much of a hassle it is to take

11:18:07 And even more so for students.

11:18:09 To do so. So to me, the core sharing is.

11:18:11 Leveling the playing field, if you will.

11:18:12 So the suits and the know how and now no.

11:18:18 That those are what courses they need to take at the other

11:18:21 institutions or how to go to that.

11:18:22 The core sharing really eliminates those barriers.

11:17:56 of transit courses, and even more so for students to do so so to me the core sharing is leveling the playing field if you will so the students in that know how now know that those are what courses they need to take out the other institutions or how to

11:18:25 And provides that opportunity to every student.

11:18:27 Next slide, please.

11:18:28 So I think today and I'll before I.

11:18:31 We move on to.

11:18:33 To Benedict and Ferrum.

11:18:13 to go through that the course sharing really eliminates those barriers and provides that opportunity to every student.

11:18:21 Next slide please.

11:18:36 Example.

11:18:39 I wonder if I'll focus on, on these three particular strategies,

11:18:41 but honestly,

11:18:45 When I look at our strategies,

11:18:46 I can see that core sharing really can be employed.

11:18:51 Implemented along with a lot more other strategies,

11:18:54 but this one will focus a little bit more on the 15 to finish,

11:18:56 stay on track.

11:18:23 So, I think today and I'll before I want we move on to to Benedict and Fareham example. I want to focus on on these three particular strategies, but honestly, when I look at our strategies, I can see that core sharing really can be implemented, along

11:18:57 Because again, we're talking about course accumulation.

11:19:02 And of course,

11:19:03 accumulation 15 to finish really is something that we need to talk

11:19:06 about. Not just the.

11:19:07 Sharing of information, like how did you graduate?

11:19:09 But we also,

11:19:11 as an institution may need to make sure that we create the condition.

11:18:45 with a lot more other strategies, but this one will focus a little bit more on the 15 to finish stay on track, because again, we're talking about course accumulation and the course accumulation and 15 to finish really is something that we need to talk

11:19:13 For the students who registered for the right courses.

11:19:16 And a lot of courses are available in a format at a time and a

11:19:19 semester.

11:19:20 That allows for students to actually progress towards a degree and

11:19:23 stay on time.

11:19:24 And all of that with them.

11:18:59 about not just the sharing of information, like how to graduate, but we also as an institution may need to make sure that we create the conditions for students to register for the right courses, and other courses are available in a format at a time, and

11:19:31 You know,

11:19:32 providing a structure and the support from academic advising.

11:19:35 So to me, these strategies are, I would say,

11:19:14 a semester that allows for students to actually progress towards agree and stay on time. And all of that within you know providing a structure and to support from academic advising so to me.

11:19:38 central to core sharing.

11:19:40 But also, I want to make sure that, you know,

11:19:41 we have time during the Q and a discussion at the end.

11:19:46 To,

11:19:47 to talk about other strategies where core sharing can really support

11:19:26 these strategies are.

11:19:29 I would say central to course sharing.

11:19:50 our students. And again, can support our institutions to,

11:19:53 to help our students.

11:19:55 So Jameela.

11:19:58 I may do the intro yet. Thanks Nicholas. In this next segment,

11:20:01 we're going to hear from our partners that I introduced earlier,

11:20:03 Sandra and Jamella.

11:19:32 But also, I want to make sure that you know we have time during the q&a discussion at the end to talk about other strategies, where core sharing can really support our students and again can support our institutions to, to help our students.

11:19:47 So Jimmy let me do the intro Yeah, thanks Vic list, and this next segment, we're going to hear from our partners that are introduced earlier Sandra and Jamila, both who have worked very strongly to track their students progress, and to identify opportunities

11:20:18 Both who have worked very strongly to track their students progress

11:20:21 and to identify opportunities,

11:20:22 to support their student's success in a variety of ways. So together,

11:20:02 to support their students success in a variety of ways so together they're going to discuss how they have operationally refine these strategies to support some key.

11:20:25 they're going to discuss how they have operationally refine these

11:20:28 strategies to support some key complete college America initiatives

11:20:32 and how their work is focused on.

11:20:34 Addressing the equity gap and fostering an environment of success and

11:20:37 achievement for their students.

11:20:38 Good morning. Thanks for having us on.

11:20:40 It's good to be here.

11:20:13 Complete College America initiatives and how their work is focused on addressing the equity gap, and fostering an environment of success and achievement for their students.

11:20:25 Good morning. Thanks for having us on.

11:20:42 Again,

11:20:43 my name is Jamila Lynn representing Bennett college on the call here
11:20:47 thinking about proactive advising and the way that we along with
11:20:51 my colleague over at Ferrum. Good morning.
11:20:53 Sandra.
11:20:54 Good morning.
11:20:27 It's good to be here. Again, my name is Camilla Lynn, representing
Benedict college on the call here thinking about proactive advising, and the way
that we along with my colleague over at fair and good morning.
11:21:06 We've been able to integrate these strategies into thinking about how
11:20:42 Sandra. Good morning. We've been able to integrate these strategies into
thinking about how to grow our progression numbers, our retention numbers are
completion numbers, that's really what it's about.
11:21:10 to grow our progression numbers, our retention numbers,
11:21:13 our completion numbers. That's really what it's about. Interestingly,
11:21:16 I think Acadian has provided a platform for us to operationalize
11:21:20 this to an extent.
11:21:21 And we'll talk a little bit about that over the next few slides.
11:20:56 Interestingly, I think Acadian has provided a platform for us to
operationalize this to an extent and we'll talk a little bit about that. over the
next few slides, thinking about how to integrate course sharing effectively into
the student experience.
11:21:23 Thinking about how to integrate.
11:21:25 Core sharing effectively into the student experience first.
11:21:27 I want to say that there are a couple of data points that are really
11:21:30 important as you think about proactive advising.
11:21:33 First the midterm, right?
11:21:34 So those grades.
11:21:35 While they are not completely indicative of what the student.
11:21:10 First, I want to say that there are a couple of data points that are
really important as you think about proactive advising, first the midterm right so
those grades, while they are not completely indicative of what the student, you
know, we'll be able
11:21:39 You know, we'll be able to pull out at the end of a semester.
11:21:42 Pretty reliable indication that for me,
11:21:44 puts me on alert to say, okay,
11:21:47 I'm looking at the DWF report at the midterm,
11:21:50 trying to think about securing seats in advance.
11:21:53 I think the key piece here was in advance so that students don't run
11:21:27 to pull out at the end of the semester, pretty reliable indication that
for me, puts me on alert to say, Okay, I'm looking at the dwf report at the
midterm, trying to think about securing seats in advance.
11:21:56 into a problem.
11:21:57 Of losing potentially a semester, right. Trying to get back on track.
11:22:01 So we pay a lot of attention to the midterm grades.
11:22:04 At that point in the semester, right. To think about, you know,
11:22:07 academic recovery, not only for the upcoming semester,
11:22:09 but because there's so much flexibility.
11:22:11 With the member institutions, you may have like three.
11:21:42 I think the key piece here is in advance so that students don't run into a
problem of losing potentially a semester, right, trying to get back on track so we

pay a lot of attention to the midterm grades.

11:22:26 You know, a spring three or a spring four, for example, built in to,
11:21:56 At that point in the semester right to think about, you know, academic recovery, not only for the upcoming semester but because there's so much flexibility with the member institutions, you may have like three, you know, a spring three or a spring for,

11:22:30 you know, a more traditional full term semester.

11:22:32 So I've actually been able to pull later courses with later start

11:22:36 dates within the same full semester to help a student get back on

11:22:39 track. So the proactive advising piece.

11:22:41 Here,

11:22:42 tagging that with the midterm report is really like an early alert for

11:22:44 me. That's been especially helpful.

11:22:46 Again, I kind of talked a little bit about these mini terms,

11:22:10 for example, built in to, you know, a more traditional full term semester so I've actually been able to pull later courses with later start date within the same full semester to help a student get back on track so the proactive advising piece here tagging

11:22:48 but the final grade in the mini term.

11:22:50 If you approach it early enough,

11:22:26 that with the midterm report is really like an early alert for me that's

been especially helpful. Again, I kind of talked a little bit about these mini terms but the final grade in the mini term, if you approach it early enough and if your strategic enough

11:22:52 and if you're strategic enough to have a course map,

11:22:54 You can actually, again, help students within the same term.

11:22:57 And that has not been available to us outside of a block one and block

11:23:01 two model, generally what's offered in block one.

11:23:03 Benedict is not offered in block two of the same semester.

11:22:40 enough to have a course mapped, you can actually again help students within the same term.

11:23:06 So you would have to wait until the upcoming term, right.

11:23:15 For that student to get a shot at grade recovery.

11:23:17 But in this case you may have up to four,

11:23:19 many terms within one full semester. So again,

11:23:22 added flexibility here so that students can get on.

11:22:47 And that has not been available to us outside of a block one and block to model, generally what's offered in black one and Benedict is not offered in black to have the same semester so you would have to wait until the upcoming term right for that student

11:23:03 to get a shot at great recovery. But in this case, you may have up to four mini terms within one full semester so again added flexibility here, so that students can get on track within the same semester that they even had difficulty in.

11:23:36 Track within the same semester that they even had difficulty in.

11:23:39 So that is hugely important and really have been a value with Benedict

11:23:42 college. And again, the DWF high failure rate courses,

11:23:45 really understanding what those courses look like term over term.

11:23:19 So that is hugely important and really have been evaluated Benedict

college, and again the dwf high failure rate courses, really understanding what

those courses look like term overturn generally we see a lot of that in the general education courses right.

11:23:48 Generally, we see a lot of that in the general education courses,
11:23:51 right?

11:23:52 Students have a really difficult time in key courses year over year.

11:23:56 So I can map for that early enough to make sure that not only do we

11:23:35 Generally we see a lot of that in the general education courses right.

Students have a really difficult time in key courses year over year, so I can map for that early enough to make sure that not only do we have the course in a summer term for example,

11:23:59 have the course in a summer term, for example,

11:24:01 but we have multiple start dates.

11:24:04 That may work with a student's schedule best right.

11:24:07 Students are working. Students are doing internships.

11:24:10 Students are all over the place in terms of responsibilities and

11:24:12 commitments.

11:24:13 So having multiple start dates helps me to map the ideal course and

11:24:17 really be student-centric.

11:23:49 but we have multiple start dates that may work with the students scheduled best right students are working, students are, you know, doing internships students are all over the place in terms of responsibilities and commitments.

11:23:58 So having multiple start dates helps me to map the ideal course and really be students centric Sandra Do you want to talk a little bit about the sequence courses and the bottleneck courses.

11:24:18 Sandra.

11:24:19 Do you want to talk a little bit about the sequence courses and the

11:24:21 bottleneck courses?

11:24:22 Oftentimes we find.

11:24:23 We have students that come in.

11:24:25 Different times of the year.

11:24:26 Or at different times in the transition of their academic career.

11:24:29 So for example,

11:24:30 Go through a lot of schools saw a lot.

11:24:31 January.

11:24:33 Entries because they may have differed.

11:24:34 [Unknown] so mine.

11:24:08 Yeah so oftentimes we find that we have students that come in at different times of the year, or at different times in the transition of their academic career.

11:24:37 Institutions. We saw that we had quite a concern, right?

11:24:42 Primarily for the freshmen, but even for transfers, for example,

11:24:46 Because of the entry point.

11:24:49 The sequence of courses that they needed for their major.

11:24:52 Or even for them.

11:24:53 For example.

11:24:22 So for example, this year, a lot of schools saw a lot of January entries because they may have deferred in the fall due to coven. So, at mindmeld institutions we saw that we had quite a few January, entries, primarily for the freshmen but even for transfers,

11:24:54 Often con.

11:25:02 Oh, it was one-on-one is taught in the fall. Not necessarily in the,
11:25:06 in the spring or.
11:25:07 Primarily from people that are grieving.
11:25:08 For academic recovery.
11:25:09 But this allows us to find additional courses.
11:24:43 for example, they might have, because of their entry point, they might
have missed a sequence of courses that they needed for their major, or even for
their Jeanette for example.
11:25:11 Get back into that sequence.
11:25:14 Class.
11:24:54 Oftentimes, English one on one is taught in the fall, not necessarily in
the, in the spring or if it is primarily for the people that are doing it for
academic recovery.
11:25:18 For some reason or.
11:25:20 Again,
11:25:04 But this allows us to find additional courses, if they need to get back
into that sequence. So maybe they need a Kim class, and for some reason, or.
11:25:30 That was a piece.
11:25:31 So they're on track to graduate within the two years or four
11:25:35 years, whatever the plan is also to make sure that.
11:25:38 The 15 credit hours.
11:25:39 They need or more in order to.
11:25:42 Are on track.
11:25:43 For transfers.
11:25:44 A lot of times we find.
11:25:45 So Curry in certain different pot.
11:25:19 Again, that didn't add peace, so that they can stay on track to graduate
within the two years or four years, whatever their plan is also to make sure that
they have the 15 credit hours that they need or more in order to make sure that
they are on track
11:25:51 Motors, there are core sequences that they often need.
11:25:54 The code or their Mr. Prerequisite.
11:25:56 That's only offered in the fall.
11:26:02 But the coconut screen for this allows us to find that prereq
11:26:05 at another institution.
11:25:38 for transfers. A lot of times we find particularly in certain different
11:25:46 majors, there are core sequences that they often need to take, or they're
missed a prerequisite that's only offered in the fall, that they may need to be
taken the spring.
11:26:07 And got the student enrolled in that course.
11:26:08 So they're on track to graduate.
11:26:12 The book is often found is the great recovery piece.
11:26:15 Because we allow the.
11:26:19 Great. Did clout as a firm course, or course.
11:26:22 We have the.
11:25:57 So this allows us to find that pre rec at another institution, prove it,
and get the student enrolled in that course, so that they're on track to graduate.
11:26:25 Growth replaced the GP or.
11:26:28 But again, Romania, the.
11:26:30 Of course that's not in the right sequence.

11:26:34 So we often see through our math 100.
11:26:37 Only in the falls.
11:26:39 I have a lot of students that need to read.
11:26:40 Math 100.
11:26:06 And then, the biggest thing that we've often found is the great recovery piece, because we allow the great to count as a firm course or benefit course, then we can have that great replace the GP or boost the GPA.
11:26:45 In order to stay on track to graduate or to meet the pre-recs for
11:26:26 But again, they may need a course that's not in the right sequence. So, we often teach our map 100 during only in the false.
11:26:49 their major.
11:26:50 But also to recover that grade.
11:26:52 Pass in the fall, and this is a group.
11:26:54 Way to do that.
11:26:57 Do you want to speak for populations?
11:26:36 I have a lot of students that need to retake math 100, in order to stay on track to graduate or to meet the prerequisites for their major, but also to recover that grade that they didn't pass in the fall.
11:27:01 Sure.
11:26:50 And this is a great way to do that.
11:27:07 So with respect to populations, thinking about.
11:27:10 Students who.
11:27:15 Have particular circumstances again, with the advising piece,
11:26:54 Do you want to speak to populations.
11:27:00 Sure.
11:27:19 you know,
11:27:20 I can give you an example here. That's just top of mind for me.
11:27:26 A teach out plan. Right? So if, for example,
11:27:28 you have a major or two that may have been dissolved, right?
11:27:31 Host of reasons.
11:27:33 Lack of productivity.
11:27:34 Low number of graduates relevant to, you know, workforce demand,
11:27:03 So, with respect to populations, thinking about, students who have particular circumstances, again, with the advising piece, you know, I can give you an example here that's just top of mind for me.
11:27:38 et cetera.
11:27:39 You still have students who need to graduate.
11:27:43 In their programs,
11:27:44 but as you're facing courses out in faculty or being moved around.
11:27:48 It's really helpful to be able to teach out.
11:27:21 A teach out plan right so if for example you have a major or to that may have been dissolved, right, host of reasons, lack of productivity, low number of graduates relevance to, you know, workforce demand, etc.
11:27:58 Those courses through a consortium model.
11:28:00 And I've been able to do that with a number of a handful of majors at
11:28:04 Benedict college. Also even thinking about new programs, right.
11:28:07 We have a new MBA program.
11:28:08 At Benedict college,
11:28:09 it is also been helpful to lean on member institutions at Acadian.
11:27:34 You still have students who need to graduate in their programs but as

you're facing courses out and faculty are being moved around, it's really helpful to be able to teach out those courses through a consortium model and I've been able to do that with

11:28:13 To pull courses for students to, again,

11:28:15 Continue there.

11:28:18 Matriculation in newly designed programs where we may still be

11:27:51 a number of handful of majors at Benedict college also even thinking about new programs, right, we have a new MBA program at Benedict college. It is also been helpful to lean on member institutions adequate medium to pull courses for students to again

11:28:21 building out the faculty, et cetera. Right. And so I think.

11:28:33 Thinking about cohort specific athletes. I mean,

11:28:35 there is a whole conversation that we can have about athletes here in

11:28:08 their matriculation in newly designed programs where we may still be building out the faculty etc right and so I think, thinking about cohort specific athletes, I mean, there is a whole conversation that we can have about athletes here in terms of eligibility

11:28:38 terms of eligibility and thinking about how to keep them on track.

11:28:42 Again, grade recovery is a part of that, but also, you know,

11:28:53 Thinking about pace, right? And so how the two work together to again,

11:28:26 and thinking about how to keep them on track, again, great recovery is a part of that. But also, you know, thinking about pace. Right. And so how the to work together to again go back to what very selective and intentional way of advising these populations

11:28:57 go back to a very selective and intentional way of advising these

11:29:01 populations. Can't say enough about probation students,

11:29:03 also in this conversation, again,

11:29:05 getting back on track and not having to lose a semester to try to do

11:28:43 can't say enough about probation students also in this conversation again getting back on track and not having to lose a semester to try to do it.

11:29:09 it.

11:29:10 Well, so with the 15 fellows,

11:28:57 Well, so, with the 15 to finish and staying on track.

11:29:12 On the phone on track.

11:29:13 This is the.

11:29:14 Roughly.

11:29:15 Crooklyn credit hours during the semester.

11:29:17 Students got gluten cooking.

11:29:18 Credits hours a semester.

11:29:19 Do better.

11:29:20 In terms of them.

11:29:24 I'll climb mountain. The one data point from,

11:29:25 from we are part of this 15 Brooklyn.

11:29:28 We have found that through the data.

11:29:30 Our students that cook.

11:29:33 15 Credit hours a semester.

11:29:36 [Unknown] have a great point.

11:29:38 Retire.

11:29:40 Less than 15 credit hours.

11:29:03 This is the idea that students should take roughly to take 15 credit hours

during the semester, and that students that do take 15 credits, hours a semester tend to do better in terms of their GPA, and I can mention the one data point from Fareham.

11:29:42 So that's a significant client.

11:29:48 For those that click for Clifton credit hours.

11:29:53 So part of this means that when we start advising and part of this

11:29:57 proactive advising piece,

11:29:58 Means that we also need to make sure that the property.

11:29:21 We are part of this 15 to finish, and we have found that through the data that our students that take 15 credit hours of semester, their GPA tends to be two thirds of a grade point average higher than those that take less than 15 credit hours.

11:30:01 The students are having.

11:30:03 Looking credit hours.

11:30:06 On their schedules, the students are not,

11:30:08 the faculty are advising the students to mentor.

11:30:10 They'll have 15 credit hours on their schedule.

11:30:15 Oftentimes,

11:30:16 we find that in order to make sure that they're staying on track.

11:29:40 So, that's a significant boost in the GPA for those that take 15 credit hours. So part of this means that when we start advising and part of this proactive advising piece, means that we also need to make sure that the faculty and the students are having

11:30:19 They need to cloak courses.

11:30:00 15 credit hours on the, on their schedules the students are, and that the faculty are advising the students to make sure that they have 15 credit hours on their schedule.

11:30:21 Fourth grade recovery.

11:30:25 Now most of the time,

11:30:27 we tend to think of grade recovery as just winter and summer terms,

11:30:30 which is the primary time.

11:30:31 At least at my institution where students do.

11:30:33 Great recovery.

11:30:34 However we know that.

11:30:10 But oftentimes we find that in order to make sure that they're staying on track, they need to take courses for again that great recovery. Now most of the time we tend to think of great recovery is just winter and summer terms which is the primary time

11:30:36 Pointed out before.

11:30:42 You could have great recovery in the fall or spring because of these

11:30:45 mini terms or block models.

11:30:47 And that was covered by financial aid.

11:30:49 Because it's part of the traditional semester.

11:30:53 Sure.

11:30:25 that at least at my institution where students do do their grade recovery. However, we know that as Tamil pointed out before you can have great recovery in the fall or spring because of these mini terms or block models.

11:30:43 And that is covered by financial aid, because it's part of the traditional semester.

11:30:59 And, you know, again,

11:31:00 just underscoring the importance of advising here.
11:31:02 I think the 15 to finish strategy.
11:31:04 The success of that strategy depends on.
11:31:07 Advising in a way.
11:30:52 Sure. And you know, again just underscoring the importance of advising here. I think the 15 to finish strategy.
11:30:59 The success of that strategy, depends on advising, in a way that pulls together right, all of the key stakeholders on campus so that we're essentially reading from the same book right so this kind of, you know, centralized way that we talk about advising
11:31:36 That pulls together. Right. All of the key stakeholders on campus.
11:31:40 So that we're essentially reading from the same book. Right?
11:31:42 So this kind of, you know,
11:31:43 centralized way that we talk about advising is critically important
11:31:47 from academic advisors who had been at a captain to be faculty
11:31:18 is critically important from academic advisors who admitted it happened to be faculty members to athletic coaches to academic support people like myself right in the Student Success space and so 15 to finish, has given us, in many ways, a in advising
11:31:50 members, to athletic coaches, to academic support. People like myself,
11:31:53 right in the student success space.
11:31:55 And so 15 to finish has given us in many ways, a,
11:31:59 an advising strategy. So.
11:32:00 That we can think about, you know,
11:32:02 the accumulation of credits in a very strategic way.
11:32:05 And so that is really important and it is.
11:31:33 strategy, so that we can think about, you know, the accumulation of credits in a very strategic way and so that is really important and it is in many ways, it can be the tendency of some students coming in with, you know, weaker academic foundations you
11:32:12 In many ways,
11:32:13 it can be the tendency of some students coming in with, you know,
11:32:16 weaker academic foundations. You know, I,
11:32:19 I try to stay away from the at-risk language,
11:32:21 but for the sake of this conversation,
11:32:23 those students who need a bit more shoring up on the academic side,
11:31:52 know I try to stay away from the at risk language but for the sake of this conversation those students who need a bit more shoring up on the academic side, the tendency is for them to take 12 hours right because wow five.
11:32:06 I'm going to be completely overloaded it's going to be too much for me I'm already nervous about college. I'm not even sure I belong here so imposter syndrome.
11:32:26 the tendency is for them to take 12 hours, right. Because wow, five,
11:32:30 I'm going to be completely overloaded.
11:32:31 It's going to be too much for me. I'm already nervous about college.
11:32:14 All of these variables come into play and so I think tight academic advising here is critically important, as you think about a completion plan. So we're not advising students for the fall, we're really advising them for four year plan, and so mapping
11:32:41 I'm not even sure I have a long here. So imposter syndrome,

11:32:44 all of these variables come into play.
11:32:46 And so I think tight academic advising here is critically important as
11:32:50 you think about a completion plan.
11:32:51 So we're not advising students for the fall.
11:32:53 We're really advising them for four year plan.
11:32:55 And so mapping through four years and identify right,
11:32:59 typically unused or underutilized semester like the summer or the
11:32:29 through four years and identifying right typically unused or underutilized
semester, like the summer, or the winter is important as you think about that for
your mapping experience with students and in my experience students appreciate, not
only seeing
11:33:03 winter is important. As you think about that four.
11:33:05 Four year mapping experience with students. And in my experience,
11:33:08 students appreciate not only seeing what's immediately in front of
11:33:11 them, but also the end game, the long term. Right.
11:33:13 And I think if you keep completion,
11:33:14 Central in students' minds,
11:33:16 it gives them something to look forward to. And in my experience,
11:32:45 what's immediately in front of them, but also the end game, the long term
right and I think if you keep completion central in students minds. It gives them
something to look forward to in my experience it boosts motivation as well.
11:33:18 it boosts motivation as well.
11:33:20 Okay.
11:33:21 So we talked a little bit about proactive advising and certainly a
11:33:24 part of that here, along with 15 to finish.
11:33:26 Smart schedules. Right. So thinking about again,
11:33:28 being strategic and working ahead,
11:33:29 I think the key here for me is working ahead.
11:33:31 How do we look at the stop outs, the step outs, right.
11:33:34 And think about adding flexibility for them. Typically,
11:33:07 Okay, so we talked a little bit about proactive advising and certainly a
part of that here along with 15 to finish smart schedules right so thinking about
again being strategic and working ahead.
11:33:37 those students are working full time.
11:33:41 They may be parents.
11:33:42 They may be caregivers to other people in their families.
11:33:44 And so the asynchronous option is very attractive to students who can
11:33:48 no longer commit to a kind of more traditional.
11:33:18 I think the key here for me is working ahead. How do we look at the stock
outs the step outs right and think about adding flexibility for them, typically
those students are working full time, they may be parents they may be caregivers to
other people
11:33:32 in their families. And so the asynchronous option is very attractive to
students who can no longer commit to a kind of more traditional
11:33:54 College experience right by, by days of the week and set times.
11:33:57 And so the asynchronous option is very important for those particular
11:34:01 students who need increased flexibility.
11:34:03 The other piece about this academic and judicial suspensions,
11:34:05 we talked about this central quite a bit.
11:33:43 college experience right by days of the week and set times and so the

asynchronous option is very important for those particular students who need increased flexibility.

11:33:54 The other piece about this academic and judicial suspensions we talked about this central quite a bit, you know, thinking about options for students to matriculate, even if they are temporarily separated from the college for one of these two reasons right.

11:34:29 Thinking about options for students to matriculate,

11:34:32 even if they are temporarily separated from the college for one of

11:34:09 How can they continue to make progress in that time away from the school, so you know it's it's acknowledging that there is again and alternative and alternative for them to persist and smart scheduling is exactly that.

11:34:36 these two reasons, right?

11:34:37 How can they continue to make progress in that time,

11:34:40 away from the school? So, you know, it's,

11:34:42 it's acknowledging that there is, again, an alternative,

11:34:44 an alternative for them to persist and smart scheduling is exactly

11:34:48 that. Right? Graduating seniors.

11:34:50 I'll talk a little bit about this fresh in my mind. I just had six.

11:34:22 Right, graduating seniors. I'll talk a little bit about this fresh in my mind, I just had six seniors who participated in commencement last weekend at Benedict college because they were able to take advantage of Acadian and do well in those courses so

11:34:53 Seniors.

11:34:54 Who participated in commencement last week.

11:34:39 these students needed courses that were not a part of the master course scheduled for the spring term.

11:34:56 And I've been at a college because they were able to take advantage of

11:34:59 Acadia and do well in those courses.

11:35:02 So these students needed courses that were not a part of the master

11:35:05 course schedule for the spring term.

11:35:06 I was able to find a course.

11:35:08 Through Acadian MapIT.

11:34:45 I was able to find a course through Acadian method, the students did well enough that they earned the credit and they could participate they could march with their class that was huge.

11:35:09 The students did well enough that they earned the credit and they

11:35:12 could participate. They could March with their class.

11:35:15 That was huge. I mean, students were in tears,

11:35:19 so overwhelmed with emotion, but.

11:35:21 I want to say, even in this, right, there's a level of nuance.

11:35:23 Two of my students,

11:35:24 graduating seniors were enrolled in Acadian courses with end dates.

11:34:59 I mean students were in tears so overwhelmed with emotion, but I want to say, even in this right there's a level of nuance, two of my students graduating seniors were enrolled in Acadian courses with end date that we're beyond our commencement date.

11:35:28 That were beyond our commencement date. What do you do about that one?

11:35:32 It space. You might say, you know what?

11:35:34 It doesn't sync up with our academic calendar at Benedict.

11:35:36 Therefore it's a no-go however, I was able to.

11:35:39 Think about a work around, I actually.
11:35:16 What do you do about that one it space, you might say, you know what, it doesn't sync up with our academic calendar at Benedict therefore it's a no go.
11:35:41 Got permission from my VPA and my president to allow these students to
11:35:45 March provided that the student.
11:35:47 Sent in a snapshot.
11:35:48 Of his and her grade book.
11:35:49 In that consortium class,
11:35:51 showing that they were in good standing at the time,
11:35:54 like the final exam.
11:35:25 However, I was able to think about a workaround. I actually got permission from my GPA and my president to allow the students to march provided that the student sent in a snapshot of his and her grade book in that consortium class, showing that they were
11:35:45 in good standing at the time with the final exam.
11:36:07 Clearly, if they don't earn the credit,
11:36:09 they don't fulfill their graduation requirements have Benedict. Right.
11:36:11 But not taking that,
11:36:13 that experience away from students and being flexible enough in the
11:36:17 way we think about scheduling, right. To be student centric.
11:35:50 Clearly, if they don't earn the credit, they don't fulfill their graduation requirements of Benedict right but not taking that that experience, away from students and being flexible enough in the way we think about scheduling right to be students centric,
11:36:20 I think that's what it's really about.
11:36:21 Those grades actually just came in today and I'm happy to report both
11:36:24 students earned credit.
11:36:25 And so now they have completed all of their graduation requirements at
11:36:27 Benedict, but just really.
11:36:29 A fresh example of how being flexible in your smart scheduling can
11:36:33 create that opportunity for students to not only push forward,
11:36:36 but to even in this case, March with their class.
11:36:05 I think that's what it's really about those grades actually just came in today and I'm happy to report, both students earned credit. And so now they have completed all of the graduation requirements and Benedict but just really a fresh example of how
11:36:18 being flexible in your smart scheduling can create that opportunity for students to not only push forward but to even in this case march with their class.
11:36:38 Do you want to talk a little bit about the professional core series,
11:36:40 Sandra?
11:36:41 So one of the things that we're doing right now is we are launching a
11:36:45 professional course series of classes.
11:36:47 Hubbard.
11:36:48 Identified by school systems.
11:36:50 Necessarily courses.
11:36:51 Provisional teachers that are on provisional licenses.
11:36:53 Because they have identified these courses. We have been able to.
11:36:27 Do you want to talk a little bit about the professional course series, Sandra. Yeah, so one of the things that we're doing right now is we are launching a professional course series of classes that have been identified by school systems

as necessary courses

11:36:56 Identified through our own.

11:36:58 It was the teaching, the courses that we already.

11:36:44 for provisional teachers that are on provisional licenses.

11:37:00 But there's something that we're not offering.

11:37:03 We can find it through Acadian to make sure that those.

11:37:05 That student or that teacher.

11:37:07 Enroll in the course.

11:36:48 And because they have identified these courses, we have a been able to identify through our own institution the courses that we already teach, but if there's something that we are not offering, we can find it through a Kadeem to make sure that that that

11:37:15 Meet the requirements set by the state in order to move

11:37:19 past that provisional license.

11:37:20 Receive an actual teaching license.

11:37:22 This is our pilot. So we're the starting list.

11:37:24 But we've already seen.

11:37:25 Several of our students.

11:37:26 Students.

11:37:27 Correct.

11:37:02 student or that teacher can enroll in the course through Acadia and meet the requirements set by the state, in order to move past that provisional license and receive an actual teaching license.

11:37:30 Co courses specifically like.

11:37:33 Psychology and topic development.

11:37:18 This is our pilot so we're just starting this, but we've already seen several of our students.

11:37:47 Hop on the transcripts and be able to provide it to their employers.

11:37:51 And so I'm, I'm doing this or, you know,

11:37:54 we can provide them with a letter or something that indicates they're

11:37:25 Students current teachers take courses, specifically like in psychology and childhood development, and have that on their transcripts and be able to provide it to their employers and show hey I'm doing this or you know we can provide them with a letter

11:37:57 enrolled.

11:37:58 Chronically with us through.

11:37:59 Or at another institution group where I am.

11:38:01 I'll working towards.

11:38:03 Meeting this requirement.

11:38:04 So that has been kind of a venting there.

11:37:43 or something that indicates, they're enrolled.

11:38:06 Just for our local school system.

11:37:48 Technically with us through Acadian or at another institution through Stadium, and they all working towards meeting this requirement.

11:38:08 In terms of.

11:38:09 Able to find courses.

11:38:11 Online that are also asynchronous. So going back.

11:38:14 Special populations is non-traditional populations.

11:38:17 But need courses.

11:38:21 Within their work schedule or, you know, their family schedule.

11:38:24 So that is.

11:37:58 So that has been kind of a game changer, just for our local school system. In terms of being able to find courses online that are also asynchronous, so going back again to the special populations these non traditional populations that need courses that

11:38:30 That's been really great for us.

11:38:31 The other thing was we have found that we can really leverage these

11:38:34 low enrollment terms or courses.

11:38:36 And we can absolutely.

11:38:37 We've done it in two different ways.

11:38:38 The first way is.

11:38:40 I had a class that only had two students enrolled.

11:38:16 fit within their work schedule, or you know their family schedule so that that's been really great for us. The other thing is, we have found that we can really leverage these lower enrollment terms of courses.

11:38:44 Rather than having that class.

11:38:31 And we can excellently done it in two different ways.

11:38:50 Go. We decided, okay, we're just, we're going to cancel the class,

11:38:53 but we can find the course.

11:38:54 For the students through Acadian and.

11:39:00 I work with Brock and others at Acadian to find the courses that

11:39:04 these students need.

11:39:06 We got them approved the map.

11:39:07 The students were able to complete the courses and stay on track to

11:39:09 graduate.

11:39:10 On run on an a, in a different way.

11:39:13 I had as a teaching institution.

11:39:14 Of course.

11:39:15 They had five or six.

11:38:35 The first way is, I had a class that only had two students enrolled, rather than having that class, go we decided okay we're just going to cancel the class but we can find the course for the students through Acadian, and I worked with Brock and others

11:39:17 Students enrolled. So I didn't really want to cancel it.

11:38:57 at Acadian to find the courses that the students need, we got them approved the map, and the students were able to complete the courses and stay on track to graduate.

11:39:20 So we posted it on a Qadium.

11:39:26 And that way we could get enrollments from Acadian to help improve the

11:39:29 numbers in the class.

11:39:36 So that the course could still go for the students that needed it at

11:39:07 And then on an in a different way. I had as a teaching institution. I had courses that had five or six students enrolled so I didn't really want to cancel it.

11:39:17 So we posted it on Acadian.

11:39:38 our institution,

11:39:39 but it was also available to students at other institutions that

11:39:42 needed that course as well.

11:39:46 One of the things that I think is important to remember for all of

11:39:49 these things for the past three slides is no matter what it allows us

11:39:52 to.

11:39:53 To stay connected.

11:39:21 And that way we could get enrollments from a stadium to help boost the numbers in the class, so that the course could still go for the students that needed it at our institution, but it was also available to students at other institutions that needed

11:39:34 that course as well.

11:39:54 Institution while taking courses elsewhere.

11:39:57 Whereas if there were taking class at.

11:40:00 Or normal Kranz prosper kind of situation.

11:40:03 They're disconnected from the institution.

11:40:07 This allows you to still remain conducted for those students.

11:40:10 Because, you know what classes they're taking.

11:39:37 And one of the things that I think is important to remember for all of these things for the past three slides is, no matter what it allows the students to stay connected to your institution, while taking courses elsewhere, whereas if they're taking class

11:39:53 at through a normal trends.

11:40:13 You've had interactions with them to try and get them.

11:40:16 Established with the.

11:40:18 Third Qadium and with the other institution,

11:40:21 So they know that you are still engaged.

11:40:24 Still invested in there.

11:40:26 A success.

11:39:57 transfer kind of situation, their, their lessons disconnected from the institution. This allows you to still remain connected to those students, because you know what classes, they're taking you've had interactions with them to try to get them established

11:40:33 And that's actually a great segue to this slide, Sandra.

11:40:14 with the, you know, through Acadian, and with the other institution, so they know that you are still engaged and still invested in their success.

11:40:37 You know, back to the concept of investment, right?

11:40:40 What does that look like?

11:40:42 Bennett college prides itself on a wraparound model,

11:40:44 wraparound support model.

11:40:29 And that's actually a great segue to this slide, Sandra, you know, back to the concept of investment right what does that look like Benedict college prides itself on a wrapper around model wraparound support model and so for us, you know, even though

11:40:57 So for us, you know,

11:40:59 even though the enrollment may be at Kaiser or maybe at Ferrum, right?

11:41:03 The goal for us is to never lose touch,

11:41:05 to never be out of step in terms of the student,

11:41:07 how the student is performing.

11:41:09 Obstacles that make, you know, pop up right. That, you know,

11:41:12 Inhibit success for us. It's about removing those barriers,

11:41:15 removing those barriers. And so for me,

11:41:17 You know, in real time,

11:41:18 I've been able to partner with the student support.

11:40:44 enrollment may be at Kaiser may be at Ferrum right. The goal for us is to

never lose touch to never be out of step in terms of student, how the student is performing obstacles that may you know pop up, right, that, you know, inhibit success for us it's

11:41:41 Team at Acadian to get a sense of, you know,

11:41:03 about removing those barriers removing those barriers and so for me, you know, in real time, I've been able to partner with the students support team at Acadia to get a sense of, you know, whether or not my student is attending class, whether or not an

11:41:44 whether or not my student is attending class,

11:41:47 whether or not an assignment has been turned in because I'm not privy

11:41:21 assignment has been turned in because I'm not privy to the great book at these partner institutions, I can rely on Acadian to be the middle person right to keep me in the know and we know early alert is critical, especially because the longer we wait

11:41:50 to the grade book at these partner institutions.

11:41:53 I can rely on a Qadium to be the middle person, right.

11:41:56 To keep me in the know. And we know early alert is critical,

11:42:00 especially because the longer we wait in a semester, two.

11:41:38 in a semester to talk to these, you know students about issues to remove barriers to activate resources, the window for academic success, just get smaller and smaller and so the real time communication.

11:42:03 Talk to these students about issues to remove barriers,

11:42:06 to activate resources, the window.

11:42:08 For academic success, just get smaller and smaller.

11:42:11 And so the real time communication, it's almost like a tag team model.

11:42:15 If you think about it, that way, the real-time communication.

11:42:17 Has allowed me to not.

11:42:19 Lose sight.

11:41:52 It's almost like a tag team model if you think about it that way the real time communication has allowed me to not lose sight of where the student is what the student needs in order to pull through and earn that credit and so in some cases, you know,

11:42:20 Aware the student is what the student needs in order to pull through

11:42:24 and earn that credit. And so when some cases, you know,

11:42:26 if I get an attendance alert,

11:42:28 Immediately my thought is what's going on with you? Are you okay?

11:42:32 I can follow with a personal message.

11:42:33 A text message. A.

11:42:34 A phone call all of the above to say.

11:42:09 if I get an attendance alert immediately my thought is what's going on with you, are you okay I can follow up with a personal message, a text message, a phone call.

11:42:45 What's up. Are you good? This is, this is Colbett.

11:42:48 Students are feeling the weight of that.

11:42:50 They're feeling the weight of, you know, mental wellness challenges.

11:42:21 All of the above, to say, What's up, are you good, this is, this is called it students are feeling the weight of that they're feeling the weight of, you know, mental wellness challenges they're feeling the weight of needing to work in some cases full

11:42:53 They're feeling the weight of needing to work in some cases full-time

11:42:56 jobs.
11:42:57 And so my first question is not about being punitive or
11:43:01 accusatory.
11:43:02 Taking the notion that they're slacking off for me. Are you good?
11:43:06 Do you need anything?
11:43:07 And I've been able to activate emergency resources to help students
11:43:10 who express actually I'm struggling.
11:42:36 time jobs and so my first question is not about being punitive or
accusatory taking the notion that they're slacking off for me. Are you good. Do you
need anything.
11:42:51 And I've been able to activate emergency resources to help students who
express, actually I'm struggling.
11:43:12 Aye.
11:42:58 I dropped my computer, I don't have access I've been trying to get into
class through a smartphone, it's not working out for me. Oh, I know what to do.
11:43:21 Drop my computer. I don't have access.
11:43:23 I've been trying to get into class through a smartphone.
11:43:25 It's not working out for me. Oh, I know what to do.
11:43:27 I can get you a loaner laptop through my loaner laptop program at the
11:43:30 college and connect you. So again,
11:43:32 we keep you in the loop in the course,
11:43:06 I can get you a loaner laptop through my loaner laptop program at the
college and connect you. So again, we keep you in the loop in the course, and we
keep you in communication with the professor so for me it's more than a product,
it's more than a platform
11:43:35 and we keep you in communication with the professor. So for me,
11:43:38 it's more than a product.
11:43:39 It's more than a platform. It's a partnership that I really value.
11:43:42 And I appreciate because again,
11:43:44 the student feels supported not only from the Benedict college side,
11:43:47 the home institution,
11:43:22 it's a partnership that I really value and I appreciate because again the
student feels supported not only from the Benedict college side the home
institution, but he feels that support from the TI the teaching institution, as
well as the KB m, so that
11:43:48 but he feels that support from the TA the teaching institution,
11:43:51 as well as the KTM.
11:43:52 So that, that has been a game changer for me, Sandra,
11:43:54 and thinking about these students,
11:43:55 because we are still to Nicholas's point earlier,
11:43:58 we're still responsible.
11:44:02 For these students, right?
11:44:04 They should never feel like they are away from the college because we
11:43:38 that has been a game changer for me Sandra, and thinking about the
students because we are still to Nicholas's point earlier we're still responsible
for the students right, they should never feel like they are away from the college
because we never sent
11:44:06 never sent them away.
11:44:07 It was just about expanding opportunities for these students to move
11:44:10 forward.

11:44:11 And so you have to be in those conversations to make sure that the
11:44:15 student feels that.
11:44:16 That student is still a Benedict student.
11:44:17 That's doing it still gonna earn a Benedict degree. Right?
11:44:19 So that student is entitled to Benedict support services.
11:44:22 And that's really my approach in helping our students who are enrolled
11:43:51 them away. It was just about expanding opportunities for the students to
move forward and so you have to be in those conversations to make sure that the
student feels that that student is still Benedict student that's doing is still
going to earn a Benedict
11:44:25 at various institutions through the consortium.
11:44:06 degree right so that student is entitled to Benedict's support services
and that's really my approach in helping our students who are enrolled in various
institutions through the consortium.
11:44:27 All right. Thank you so much. Jamella and Sandra,
11:44:29 for going through some of the ways that you are supporting some of the
11:44:32 CCA.
11:44:42 Top initiatives.
11:44:43 And for talking through the strong partnership between our home
11:44:19 All right, thank you so much Jamila and Sandra for going through some of
the ways that you are supporting some of the CCA top initiatives and for talking
through the strong partnership between our home institutions, teaching institutions
and the great
11:44:46 institutions,
11:44:47 teaching institutions and the great support model offered with
11:44:50 Acadian. We really appreciate that.
11:44:52 We have a few questions for you in a bed, but first I'm going to talk.
11:44:55 A little bit about how the finances work.
11:44:57 So the great thing about course sharing is that there are
11:44:34 support model offered with a key and we really appreciate that we have a
few questions for you in a bit. But first I'm going to talk a little bit about how
the finances work.
11:44:59 opportunities to generate revenue for both the home institution,
11:45:03 as well as the teaching institution. And we'll use this as an example.
11:45:06 A teaching institution has open seats and markets them on the course
11:45:09 sharing platform for a set cost per seat.
11:45:12 So in this example,
11:45:17 The teaching institution would charge \$400 for a seat to the home
11:44:43 So the great thing about course sharing is that there are opportunities to
generate revenue for both the home institution, as well as the teaching institution
and we'll use this as an example, a teaching institution has open seats and markets
them on
11:45:20 institution.
11:45:21 The home institution then tastes that in charges 800 making a profit
11:45:25 of \$400 on that seat.
11:45:26 The teaching institution pays 25% enrollment fee. In this example,
11:45:30 a hundred dollars to a Qadium.
11:45:31 It makes a profit of \$300 per seat.
11:45:33 But that's just the beginning because they're staffed revenue that
11:44:58 the course sharing platform for a set cost per seat so in this example,

the teaching institution would charge \$400 for a seat to the home institution, the home institution then takes that and charges, 800, making a profit of \$400 on that seat.

11:45:16 The teaching institution pays 25% enrollment fee in this example hundred dollars to a medium makes a profit of \$300 per seat.

11:45:36 occurs for as the home institution accumulates.

11:45:50 Then the home institution accumulates over time for retaining that

11:45:26 But that's just the beginning because they're staffed revenue that occurs for as the home institution accumulates that of own institution accumulates over time for retaining that student enrollment.

11:45:53 student enrollment.

11:45:55 So a student that may have otherwise pulled out remains within their

11:45:58 program and then there's that stacked revenue over time.

11:46:00 So it's multiplied by multiple students as this continues to generate

11:45:38 So a student that may have otherwise pulled out remains within their program and then there's that stacked revenue over time so it's multiplied by multiple students as this continues to generate revenue over time.

11:45:50 Next slide.

11:46:03 revenue over time.

11:46:04 Next slide.

11:46:05 So we're going to wrap up.

11:46:06 Let's talk a little bit about how you can get started and then we're

11:46:09 going to open it up for some Q and a.

11:46:10 We saw some questions did come in and we'll get to those general and

11:46:13 Sandra, we had some good questions for you on your portion.

11:45:52 So we're going to wrap up. Let's talk a little bit about how you can get started and then we're going to open it up for some q&a we saw some questions did come in and we'll get to those gentlemen Sandra we had some good questions for you on your portion.

11:46:15 Well, let's talk through how you can get started.

11:46:17 First you would identify areas to address with course sharing.

11:46:19 So we partner with institutions.

11:46:05 But let's talk through how you can get started. First you would identify areas to address with course sharing so we partner with institutions who really have innovated in their approaches to course sharing and who have shaped the use cases that we use

11:46:43 Really have innovated in their approaches to course sharing and who

11:46:46 have shaped the use cases that we use today and to continue to share

11:46:20 today, and to continue to share with our other partners and we're continuing to see our partners, innovate and how they're leveraging the course sharing.

11:46:49 with our other partners.

11:46:50 And we're continuing to see our partners innovate in how they're

11:46:53 leveraging the course sharing.

11:46:28 And some of those use cases include some of the things that I talked about earlier, supporting student athletes who need to maintain Satisfactory Academic status, offering courses to students on probation status is Jamila and Sandra outlined earlier.

11:46:54 And some of those use cases include some of the things that I talked

11:46:56 about earlier,

11:46:57 supporting student athletes who need to maintain satisfactory academic
11:47:01 status,
11:47:02 offering courses to students on probation status as Jamila and Sandra
11:47:05 outlined earlier.
11:47:06 You can use courses while building out a new program so that your new
11:46:42 You can use courses while building out a new program so that your new
program can launch sooner or even as we teach our alternative. You can offer
courses in summer or winter terms to allow students to either move ahead in their
progress or catch up or
11:47:09 program can launch sooner or even as a teach out.
11:47:11 Alternative.
11:47:12 You can offer courses in summer or winter terms to allow students to
11:47:16 either move ahead in their progress or catch up or replace grades.
11:47:18 But whatever the use case is,
11:47:20 we have partners who can work with you to determine the best way to
11:46:57 replace grades or whatever the use case is, we have partners who can work
with you to determine the best way to support your students and to ensure that they
progress and who will help you to get started.
11:47:23 support your students and to ensure that they progress and who will
11:47:26 help you to get started.
11:47:27 You would assemble your.
11:47:29 On-campus team. So you're going to get your key internal stakeholders.
11:47:33 And on the dialogue, this would include your registrar,
11:47:35 your academic leaders, your finance office,
11:47:37 and really begin to discuss the benefits and some of your starter use
11:47:40 cases, and then connect with an a KTM team member.
11:47:09 You would assemble your own campus team, so you're going to get your key
internal stakeholders and on the dialogue. This would include your registrar your
academic leaders your finance office, and really begin to discuss the benefits and
some of your
11:47:43 And our Qadium fellows who are part of our center of excellence,
11:47:24 starter use cases, and then connect with and Acadian team member and
Arcadian fellows who are part of our center of excellence to our partners.
11:47:46 who are partners.
11:47:47 And that just like you would be,
11:47:49 and we have experience with team members here at Akiem.
11:47:51 Well, I've worked at schools.
11:47:52 That have shared the same interest in student progression and success.
11:47:55 And who are here to guide you along the way.
11:47:34 And that just like you would be. And we have experienced with team members
here in Kenya.
11:48:00 In addition,
11:48:01 we also have a library of self-directed resources that cover a
11:48:05 variety of different topics,
11:47:48 We have worked at schools that have shared the same interest in student
progression and success, and we're here to guide you along the way. And addition,
we also have a library of self directed resources that cover a variety of different
topics like getting
11:48:06 like getting started checklists for execution communication samples.
11:48:10 Ensuring that your students are ready to take a consortial course.

11:48:13 Lots of different.
11:48:33 Resources that we have available have been developed in partnership
11:48:07 resources that we have available, have been developed in partnership with
our institution partners, so we're working closely with our partners to ensure that
the resources that we provide meet your needs.
11:48:36 with our institution partners.
11:48:39 So we're working closely with our partners to ensure that the
11:48:41 resources that we provide meet your needs.
11:48:19 And although our platform is intuitive. We also have videos I'm using the
administrative in student platforms, as well as a dedicated support team that's
available to assist you and your students on the platform.
11:48:43 And although our platform is intuitive,
11:48:45 we also have videos on using the administrative and student platforms,
11:48:49 as well as a dedicated support team that's available to assist you and
11:48:53 your students on the platform.
11:48:54 So to get started and to join the consortium,
11:48:56 you can contact our Acadian contact sama@aktm.com.
11:49:00 At the end of this.
11:49:01 Webinar,
11:49:02 we will also share a checklist as well as some follow-up items to
11:49:06 ensure that you have the tools that you need to ask the right
11:49:08 questions and to go ahead and get started.
11:49:10 So at this time, we think we're going to open it up to dialogue.
11:48:35 So to get started and to join the consortium, you can contact our Acadian
contact sama at a qdM calm. I'm at the end of this webinar we will also share a
checklist as well as some follow up items to ensure that you have the tools that
you need to ask
11:49:12 We have some good questions that have come through.
11:48:55 the right questions and to go ahead and get started. So at this time we
think we're going to open it up to dialogue, we have some good questions that have
come through, I joining us for this portion of the webinar, I have my colleague,
and regional vice
11:49:17 Joining us for this portion of the webinar.
11:49:20 I have my colleague and regional vice president at a Qadium Hader
11:49:23 brown. Adria's going to be fielding a few of these questions.
11:49:26 She works closely with our partners really to leverage the consortium
11:49:29 model and to assist.
11:49:30 Institutions and getting started in our network.
11:49:06 president at Acadian Pedro Brown, Pedro is going to be fielding a few of
these questions. She works closely with our partners, really to leverage the
consortium model and to assist institutions and getting started and our network.
11:49:32 So I think we're going to start off here with our first question here.
11:49:35 HADR, I'm going to open it up to you if that's okay.
11:49:20 So think we're going to start off here with our first question here Hey,
I'm going to open it up to you if that's okay.
11:49:37 And it's a question about grades Thedra.
11:49:39 Do you want to go ahead and get started?
11:49:40 Absolutely.
11:49:41 We had a question about how grades apply when it comes to consortium
11:49:45 core sharing.

11:49:28 And it's a question about grades, Peter, do you want to go ahead and get started.

11:49:51 And unlike transfer where a student is only able to transfer a credit
11:49:54 back to their home institution and the consent in the case of a
11:49:57 consortium course, they're actually able to transfer or transfer is.
11:50:01 Not the right word.

11:50:02 They're actually able to apply the actual grade that they receive so
11:49:32 Absolutely. We had a question about how grades apply when it comes to
commercial course sharing. And unlike transfer where a student is only able to
transfer a credit back to their home institution, and the concert in the case of a
consortium course they're
11:50:06 that they can improve their GPA and get back in good academic
11:50:09 standing. So a really powerful tool in that manner.

11:50:11 All right. Thank you. ATRA.

11:49:46 actually able to transfer or transfer is not the right word, they're
actually able to apply the actual grade that they receive, so that they can improve
their GPA and get back and good academic standing so really powerful tool in that
manner.

11:50:13 The next question we have here.

11:50:14 I think I'm going to throw this one over to Sandra.

11:50:21 Sandra.

11:50:22 Have you found that using courses and the other term has helped you to
11:50:05 Right, thank you Hey drop. The next question we have here I think I'm
going to throw this one over to Sandra.

11:50:26 recruit more transfer students?

11:50:28 Yes, absolutely.

11:50:29 We have a used to coding.

11:50:36 Part of our farm promise initiative. So farm promises the idea of,
11:50:40 or not the idea it's.

11:50:13 Sandra Have you found that using courses in the other term has helped you
to recruit more transfer students.

11:50:42 Sorry. I apologize for the dogs barking.

11:50:43 The most.

11:50:45 So what happens is.

11:50:50 [Unknown] associates.

11:50:53 Another institution.

11:50:54 And then bad press for the farm.

11:50:22 Look, absolutely, um, we have used to Katie was part of our firm promising
initiative so fair and promises the idea that or not the idea it's a sorry, I
apologize for the dogs barking.

11:51:00 The promise that we're part of a certain degree.

11:51:03 That means that the student.

11:51:06 If they do not get their grade or their.

11:51:09 Degree in two years after.

11:51:10 Transferring them.

11:51:13 Farm cost the cost of the.

11:51:14 Earlier.

11:50:41 It's the notion so what happened is, if a step is a transfer student and
they've received their associates from another institution, and then transferred to
fam, they enter in their promise that they're part of a certain degree.

11:51:19 So the fifth year would be covered by them.
11:51:20 If they don't get out within 40, you.
11:51:22 Great.
11:51:23 The cleaners that they were posted.
11:51:01 And that means that the student, if they do not get their grade or their degree in two years after transferring the fam class the cost of the third year.
11:51:25 In order for us to meet that.
11:51:31 Because of sequencing of classes and those types of things.
11:51:34 We've used accordion quite a bit.
11:51:14 So the fifth year would be covered by federal, if they don't get out within 40, you know, the two years that they were supposed to.
11:51:36 For the students so that they can.
11:51:40 Get the classes that they need in order to remain on track.
11:51:23 In order for us to meet that because of sequencing of classes and those types of things we've used Acadian quite a bit.
11:51:42 Good.
11:51:43 Through those four years.
11:51:48 And we have found that students will have been more
11:51:51 receptive.
11:51:52 Going through.
11:52:00 In order to do that, we've also found particularly like our,
11:52:04 our in the BSN program, which is new.
11:52:06 So the students are technically transferring.
11:52:08 Because they're bringing in the RN.
11:52:10 But.
11:51:31 For the students so that they can get the classes that they need in order to remain on track to get through in the those four years. And we have found that students that have been more receptive to going through a Kadeem in order to do that.
11:52:11 [Unknown] courses.
11:52:12 Is helpful for them to get certain.
11:52:16 Zonal classes that they might've not had previously.
11:52:21 So that they're meeting those requirements. So yes,
11:52:23 we found that it has been helpful with transfers.
11:52:27 Thank you so much, Sandra, for the very thorough response,
11:51:52 We've also found particularly like RR in the BSN program which is new so the students are technically transferring because they're bringing in the RN that taking the Acadian courses is been very helpful for them to get certain generic classes that they
11:52:29 we appreciate that.
11:52:32 A question came in Jamila, this is a good one for you.
11:52:34 And this is actually a really great.
11:52:13 might have not had previously, so that they're meeting those requirements so yes we found that it has been helpful with transfers.
11:52:37 Opportunity to spotlight focus on the student experience.
11:52:23 Thank you so much Sandra for the very thorough response we appreciate that question came in Jamila, this is a good one for you and this is actually a really great opportunity to spotlight.
11:52:56 So typically what has been your students' feedback or their
11:52:59 experience,

11:53:00 and we know that you have some great practices in place to capture
11:53:02 that information with taking a course from another college or as part
11:52:34 Focus on the student experience. So typically what has been your students
feedback or their experience and we know that you have some great practices in
place to capture that information with taking a course from another college or as
part of a new degree
11:52:50 or teach out has the experience typically been positive or negative for
your students.
11:53:06 of a new degree or teach out.
11:53:08 Has the experience typically been positive or negative for your
11:53:11 students?
11:52:56 Thank you for the question. It's a positive.
11:53:12 Thank you for the question. It's very positive.
11:53:17 Students are appreciative of this learning community.
11:53:20 We talked a little bit about that earlier, Nicholas and Molly,
11:53:22 but this idea that I can go into a
11:53:26 space as a better student and contribute right.
11:53:29 In ways that, you know,
11:53:31 Allow me to diversify, just even thinking about critical thinking,
11:53:35 critical writing.
11:53:36 Etiquette with other faculty members learning their LMS,
11:53:39 like it really tools students up.
11:52:59 Students are appreciative of this learning community we talked a little
bit about that earlier Nicholas and Molly, but this idea that I can go into a space
as a student and contribute, right in ways that, you know, allow me to diversify
just even think
11:53:21 about critical thinking critical writing etiquette with other faculty
members, learning their lm s like it really tools, students up to be, you know,
diverse in a number of different scenarios and I think that kind of diversity that
upscaling if coven
11:53:47 To be, you know, diverse in a number of different scenarios.
11:53:51 And I think that kind of diversity that upskilling,
11:53:53 if COVID hasn't tucked Thomas, anything else, right?
11:53:55 It's the need for students to be more technologically savvy for
11:53:59 faculty to be the same. And so for me, it's like,
11:54:01 I get an opportunity to place a student in,
11:53:37 hasn't touched, Thomas anything else right it's the need for students to
be more technologically savvy, for faculty to be the same and so for me it's like I
get an opportunity to place a student in in learning environment that they would
not ordinarily
11:54:04 in learning environment that they would not ordinarily be in.
11:54:07 And the value there in the diversity of thought has been key. Also.
11:54:11 Thinking about progression. If a student,
11:54:13 if we didn't have a teach out plan,
11:54:14 we would probably push students into other majors and add time.
11:54:18 To their degree.
11:54:19 And money. Right? And so for the students in the Teachout,
11:54:21 Cohort.
11:53:53 be in, and the value there in the diversity of thought has been key also
thinking about progression. If a student if we didn't have a teacher out plan, we

would probably push students into other majors and add time to their degree, and money right and

11:54:11 so for the students in the Teachout cohort, they're grateful because they see a pathway forward right for them to complete on time and walk with their class, again, that motivation is there because we've mapped what the end looks like right and that strategy

11:54:45 They're grateful because they see a pathway forward, right.

11:54:48 For them to complete on time and walk with their class. Again,

11:54:51 that motivation is there because we've mapped what the end looks like

11:54:54 right. In that strategy,

11:54:55 that pathway students hold on to that it is a way to keep them

11:54:28 that pathway. Students hold on to that. It is a way to keep them organized

and it's a way to underscore that proper advising is taking place and so my

students have been really receptive to the idea of being a part of other

institutions with, with the

11:54:59 organized.

11:54:45 support from Benedict college. So I think that's the critical piece here.

11:55:00 And it's a way to underscore that proper advising is taking place.

11:55:03 And so my students have been really receptive to the idea of being a

11:55:07 part of other institutions with.

11:55:09 With, with the support from Benedict college.

11:55:12 So I think that's the critical piece here.

11:55:13 They would probably be more afraid,

11:55:15 more confused if they felt like they were out on their own.

11:54:50 They would probably be more afraid, more confused if they felt like they were out on their own, but it's the wraparound support piece that we offer through Student Success Center, that gives them a sense of comfort that gives them a sense of feeling supported

11:55:18 But it's the wraparound support piece that we offer through student

11:55:21 success center that gives them a sense of comfort that gives them a

11:55:25 sense of feeling supported, right? Because they are supported.

11:55:27 And I think that's the critical piece. Not so much of that.

11:55:05 supported right because they are supported. And I think that's the critical piece, not so much that it's a new course, or it's being taught in another institution but they know they're not out there alone.

11:55:15 So it's been overwhelmingly positive for us.

11:55:29 It's a new course or it's being taught in another institution,

11:55:31 but they know they're not out there alone.

11:55:33 So it's been overwhelmingly positive for us.

11:55:37 Excellent. Thank you.

11:55:38 Jamala really great focus on the student experience and ensuring that

11:55:40 they're comfortable. They're confident,

11:55:42 and they're aware of the courses that they're taking at another

11:55:44 institution,

11:55:45 and don't feel that there are any skips or gaps in the type of support

11:55:20 Excellent, thank you Jim Allah really great focus on the student

experience and ensuring that they're comfortable they're confident and they're

aware of the courses that they're taking at another institution and don't feel that there are any skips or

11:55:48 that they received. So, and very, very important point to make.

11:55:50 Thank you.

11:55:31 gaps in the type of support that they received so very, very important point to make Thank you. I know we're running pretty short on time we do have one final question I think we do have an opportunity to fit in here and that has to do with how you have

11:56:05 I know we're running pretty short on time.

11:56:07 We do have one final question.

11:56:08 I think we do have an opportunity to fit in here and that has to do

11:55:44 engaged, your internal stakeholders to really adopt the idea of course, sharing. And we talked about the internal stakeholders that you would likely get involved at the beginning of this process but Gmail or Sandra Have either of you can just quickly

11:56:11 with how you have engaged your internal stakeholders to really

11:56:15 adopt the idea of course sharing.

11:56:18 And we talked about the internal stakeholders that you would likely

11:56:20 get involved at the beginning of this process, but Jamila or Sandra,

11:56:00 address how you approached your internal stakeholders just to gain some buy in on the successes with course sharing.

11:56:23 if either of you can just quickly address how you approached your

11:56:27 internal stakeholders, just to.

11:56:29 To gain some buy-in on the successes with course sharing.

11:56:31 Well for, for us, the way I was able to really go.

11:56:35 Definitely the faculty to buy in.

11:56:37 Was those startups.

11:56:38 See that the students were upselling.

11:56:40 But the risks going on track.

11:56:10 Well, for for us the way I was able to really get, particularly the faculty to buy in, was, they started to see that the students were excelling, and that they were staying on track, and they saw our retention numbers rise.

11:56:42 Our retention numbers rise.

11:56:43 We went from.

11:56:27 We went from 2% retention to 6% retention and within a year.

11:56:44 2% Returns.

11:56:45 6% Retention.

11:56:46 Within a year.

11:56:47 So I think that kind of data point, because I mean,

11:56:50 They're academics. They like to see data.

11:56:51 Those data points really helped.

11:56:53 To convince them that this was a beneficial process.

11:56:57 We also made sure that we call them.

11:56:59 You know, we're not going to compete with ourselves.

11:56:35 So I think that kind of data point because, I mean, their academics they like to see data, those data points really helped to convince them that this was a beneficial process.

11:57:00 You know, this is primarily for academic recovery.

11:57:03 For our students.

11:57:04 To bolster student success.

11:57:06 Which.

11:57:07 As a student.

11:57:08 Driven property. They were very much in supportive.

11:56:48 We also made sure that we told him, you know, we're not going to compete with ourselves. You know this is primarily for academic recovery for our students and to bolster student success, which, As a student driven, faculty, they were very much in supportive

11:57:20 To add to that. We also experienced an increase in retention.

11:57:23 So definitely that helps to solidify some buy-in.

11:57:26 I'll also say that my president was on board.

11:57:28 From the very start. And I think when you have buy-in at that level,

11:57:10 to add to that we also experienced an increasing retention so definitely that helps to solidify some by and I'll also say that my president was on board.

11:57:20 From the very start. And I think when you have buy in at that level.

11:57:41 It is easier to be creative around policy.

11:57:44 You don't have to go through as much red tape because you have support

11:57:47 from the top. Right.

11:57:49 And that has been important for me because it's given me the latitude

11:57:52 to not only identify gaps in my assessment.

11:57:24 It is easier to be creative around policy, you don't have to go through as much red tape, because you have support from the top right and that has been important for me because it's given me the latitude to not only identify gaps in my assessment.

11:57:55 In terms of core sequencing, but also to create policy again,

11:57:58 to make sure that students are protected.

11:58:06 That faculty don't feel threatened. Right?

11:58:08 And that as a student success team,

11:58:10 a priority for the institution of course, is retention and completion.

11:57:42 In terms of course sequencing, but also to create policy again to make sure that students are protected, that faculty don't feel threatened right and that as a student success team, a priority for the institution of course is retention and completion.

11:58:13 So we check that box as well. So, you know,

11:58:15 having the presidential support for me and supported the cabinet in

11:58:18 particular, my VP of academic affairs.

11:58:21 Has given me some room to move quickly.

11:58:23 And to draft policies again,

11:58:25 making sure that we are rolling this out the right way.

11:58:28 And I also think, you know, I took my time to develop a process.

11:57:57 So we check that box as well so you know, having the presidential support for me and supported the cabinet in particular my VP of Academic Affairs has given me some room to move quickly into draft policies again making sure that we are rolling this out

11:58:31 Because with this, it was more to me than just filling seats.

11:58:34 And enrolling students.

11:58:35 It was about developing a process that was sustainable and student

11:58:38 centric.

11:58:14 the right way and I also think, you know, I took my time to develop a process, because with this, it was more to me than just filling seats and enrolling students, it was about developing a process that was sustainable and students centric.

11:58:47 And so I I'm glad that Acadian was there to support me initially

11:58:51 in the first few months, thinking through scenarios, again,

11:58:54 being proactive in how we look at this particular experience as
11:58:58 more than a product, but a real partnership.
11:59:00 And so that support from Acadian.
11:59:02 Was that instrumental?
11:59:03 And right now I'm happy to support that we have an 80% pass rate.
11:58:30 And so I'm glad that Acadian was there to support me, initially in the
first few months, thinking through scenarios again being proactive in how we look
at this particular experience as more than a product, but a real partnership and so
that support from
11:58:46 Acadian was instrumental, and right now I'm happy to support that we have
an 80% pass rate at Benedict college and so we're also challenging the narrative
that Black and Brown students don't do well online.
11:59:11 At Bennett college.
11:59:12 And so we're also challenging the narrative that black and brown
11:59:14 students don't do well online when supported they do.
11:59:17 And so we are really proud of our outcomes.
11:59:19 We look forward to doing much,
11:59:21 much more good work with our partners at Fairmont other institutions
11:58:59 When supported, they do. And so we are really proud of our outcomes we
look forward to doing much, much more good work with our partners at Ferrum and
other institutions and certainly CCA and Acadian.
11:59:24 and certainly CCA and Acadian.
11:59:36 Wonderful. Thank you so much. Jamila and Sandra. Thank you, Nicholas,
11:59:39 for partnering with us in this webinar today,
11:59:41 we're coming to a closing one minute left.
11:59:12 Wonderful, thank you so much Jamila and Sandra Thank you Nicholas for
partnering with us on this webinar today we're coming to a close in one minute left
so just want to make sure everybody's aware we do have another webinar, running
again tomorrow at