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Evidence-Based & Equity-Minded Pedagogies: LMS Blended & Online

Kimberly Koledoye, Professor and Program Coordinator
Houston Community College

Intensive on the First Year Seminar

June 7, 2024



Please assemble your assigned puzzle.



Today's Challenges

- Demographics are changing
- 2025- female, Latinx, southern
- 18-24 Asian students fastest growing
- Critically examine yourself & practices.



Curriculum Decisions



Draw on lived experiences of students



Differentiate instructional practices & strategies



Small stake-high stake assessments



Options



Administrative Practices



Consistently engage faculty in equity minded training



Build a culture of practice that that center unheard voices



Seek out help from other departments



Support student-faculty interaction opportunities



Take a Look in The Mirror- Complete the PELE Self- Assessment

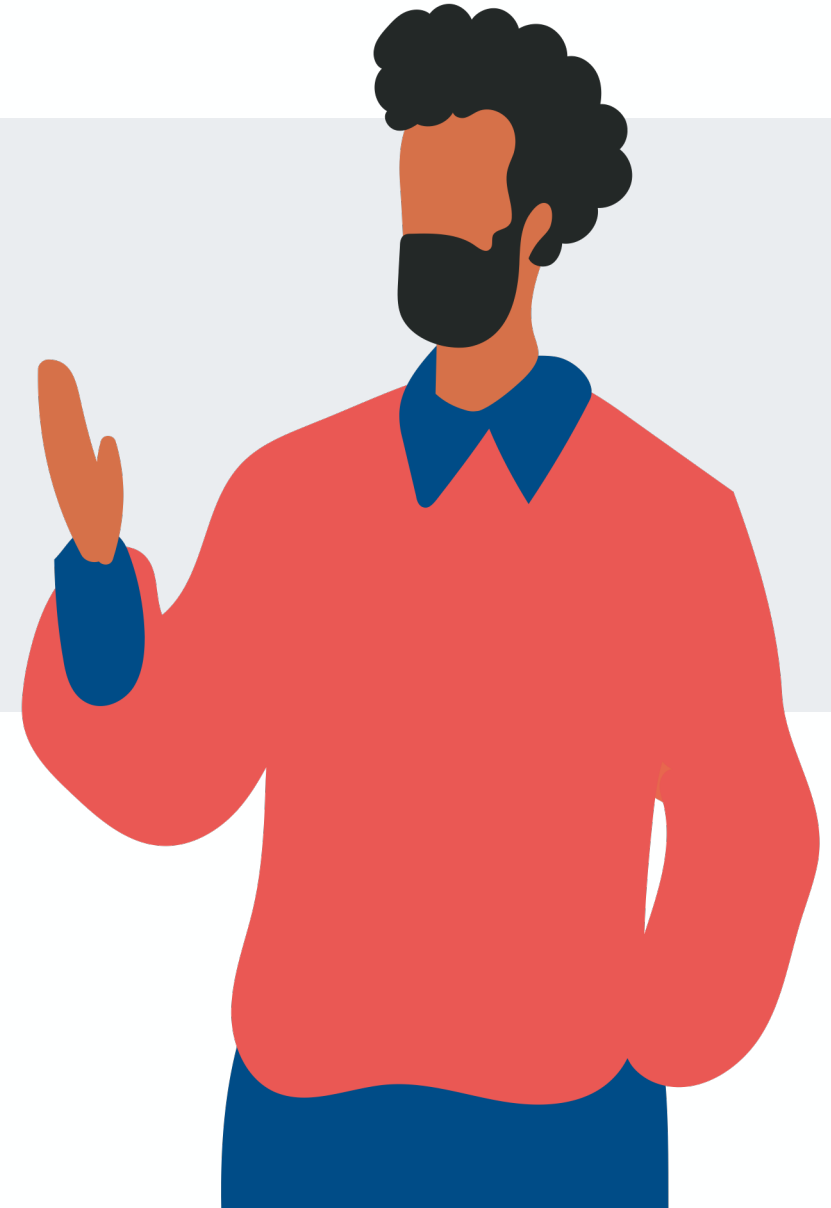
Table Discussion

1. How do these factors impact how we teach and interact with students?

2. What ways can we start building our ability to identify challenges and make changes?



Equity-minded approaches using an LMS in Blended, & Online Classrooms





FYS Goals



Build
Community



Develop
confidence in
discussion &
participation



Provide
writing
practice



Understand
requirements



Identify
available
resources

Create an Inclusive Online Classroom



- ➔ Build an intellectual community.
- ➔ Facilitate a course orientation
- ➔ Create spaces for synchronous & asynchronous discussions
- ➔ Verbal and written critical thinking activities
- ➔ Give and receive feedback

Course Delivery Asynchronous Online*

1. Weekly video announcements walking students through their assignments
2. Require students to comment on announcements
3. Virtual office hours (one day & one evening)
4. Weekly communication of missed assignments
5. Grading within 36 hours of submission
6. Answer emails quickly

Course Delivery Asynchronous Online

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4. Weekly communication of missed assignments
5. Grading within 36 hours of submission
6. Answer emails quickly

Face to Face and Hybrid

1. Weekly video announcements walking students through their assignments.
2. Create standalone assignment videos.
3. Consider flipped classroom models.
4. Check for understanding using CATS.

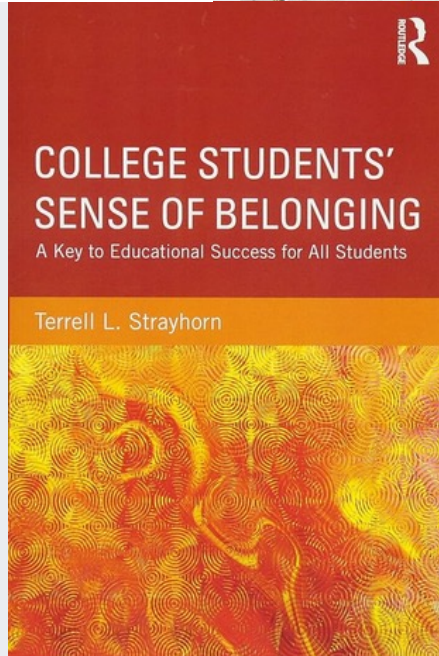
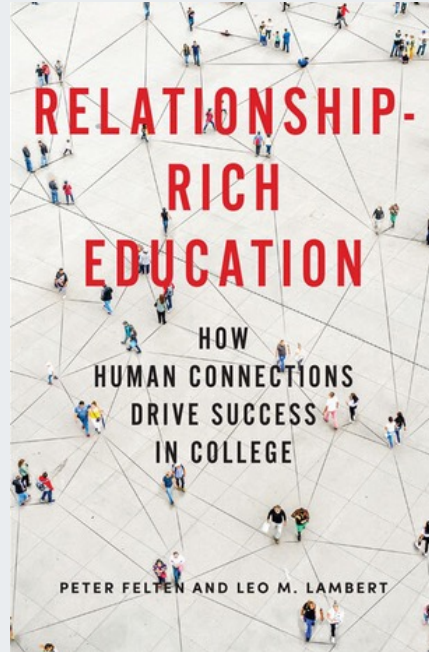
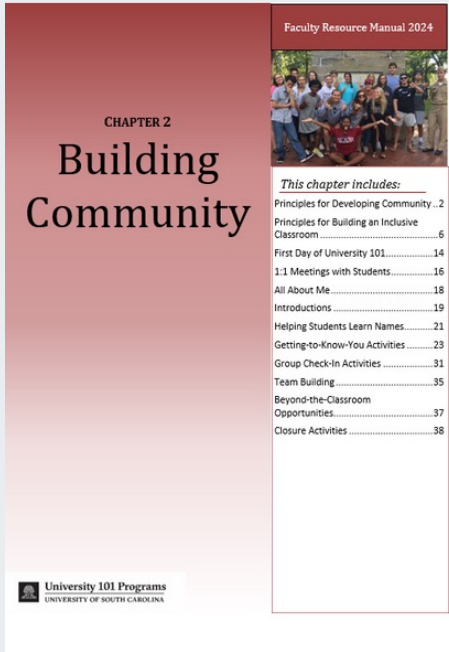
Course Delivery Synchronous Online*

- 1.Meetings no longer than 1.5 hours
- 2.Require camera usage (with exceptions)
- 3.Students check in to class with iClicker/questions
- 4.Cisco Webex, Kaltura, Teams, Zoom
- 5.Use reaction buttons and chat responses
- 6.Record and post each class
- 7.At least three touchpoints per class
 - a. Poll
 - b. Game
 - c. Word Cloud
 - d. Breakout Session
- 8.Make class worthwhile.

Thank You!

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Building Community

Establishing a Sense of Belonging through a First-Year Seminar

Kimberly Koledoye, Professor and Program Coordinator
Houston Community College

Dan Friedman, Assistant Vice President of University 101
Programs and the National Resource Center for the First-Year
Experience at the University of South Carolina

Intensive on the First Year Seminar

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Which factors predict persistence?

- Used FYI data set & included variables from student data file (persistence and GPA)
 - 2,014 responses (72% response rate)
- A series of logistic regressions were conducted
 - Controlled for gender, race, and high school grades

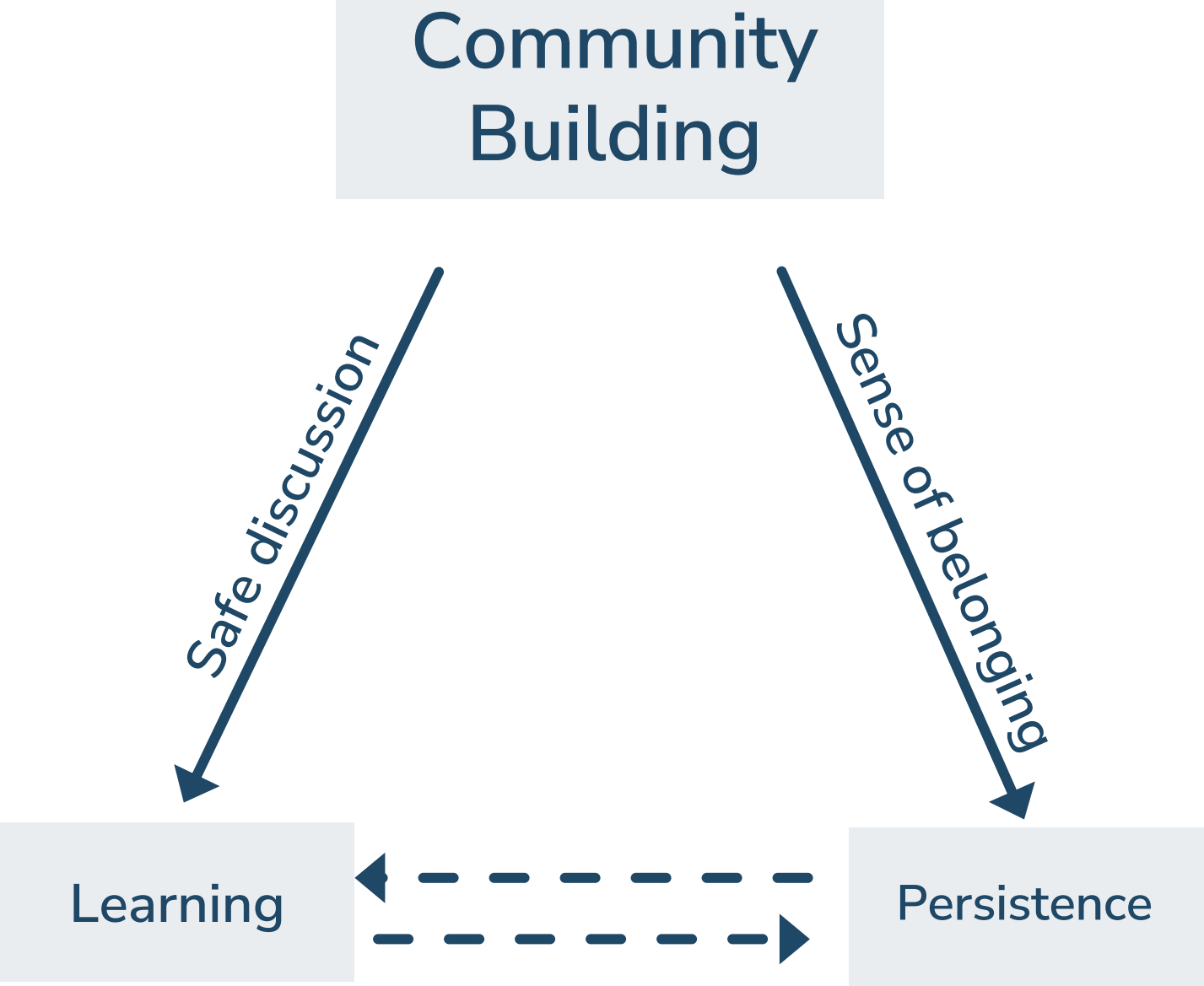
#1 Predictor = Sense of Belonging

Friedman & Padgett (2010).

Reason one

“....first create opportunities for student-to-student connectedness and only afterwards move toward initiating student participation.”

Howard, J. (2015). Discussion in the College Classroom (p.38)



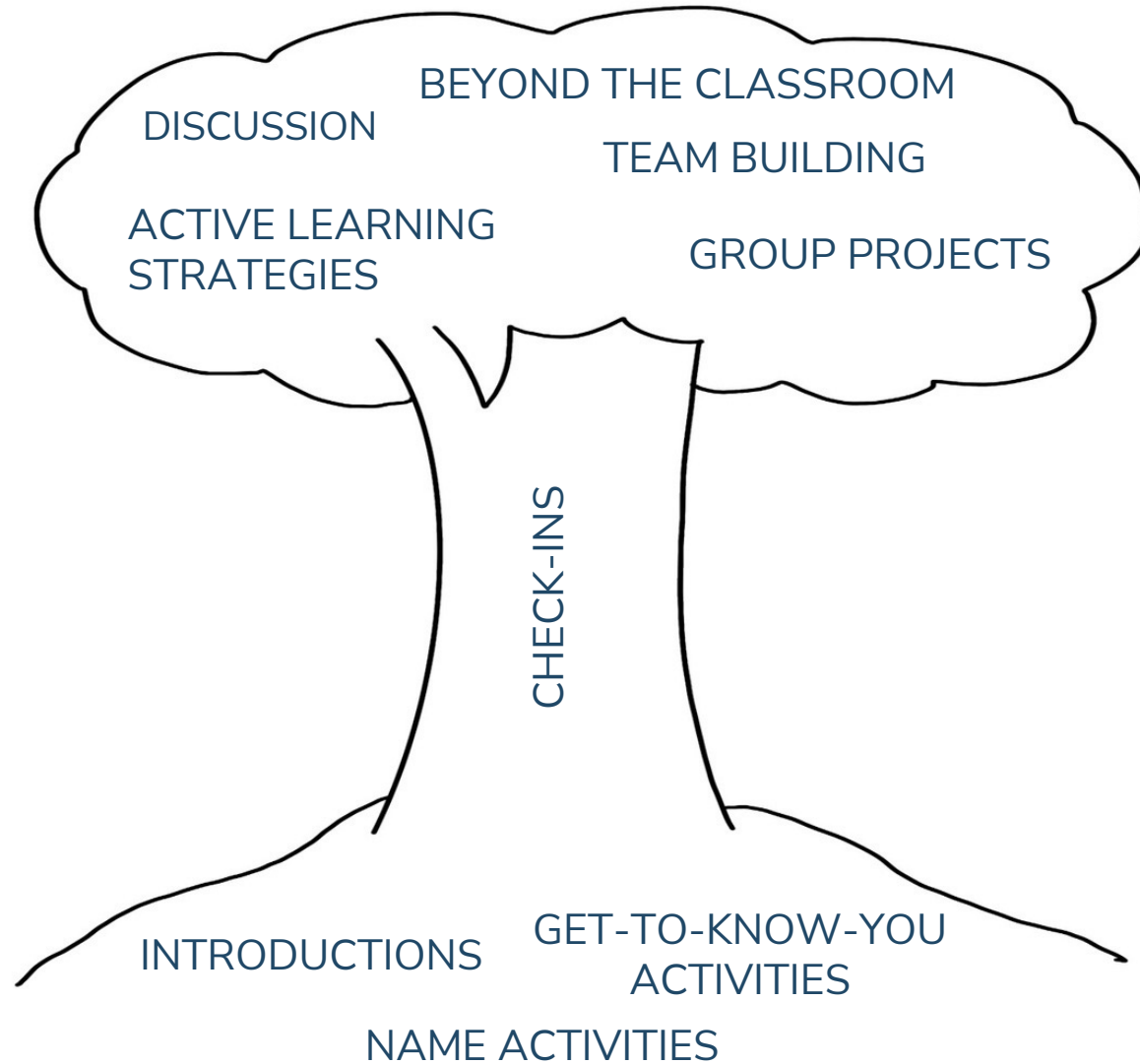
How can you foster sense of belonging for your students?

Elements:

1. Identify people with similar interests
2. Accepted by other students at the institution
3. Finds it easy to make new friends



Progression & Sequencing



Dan's 3 Cs of Community (early stages)

Comfort

Choice

Connection

Tips & Techniques for Fostering Relationships

- Be transparent and honest
- Explain past and current struggles
- Greet students by name
- Use small groups
- Be encouraging



Sample Ideas

Apply mood meters, roses and thorns, etc.

Give surveys and discuss results

Gratitude walls
with sharing
time (digital)

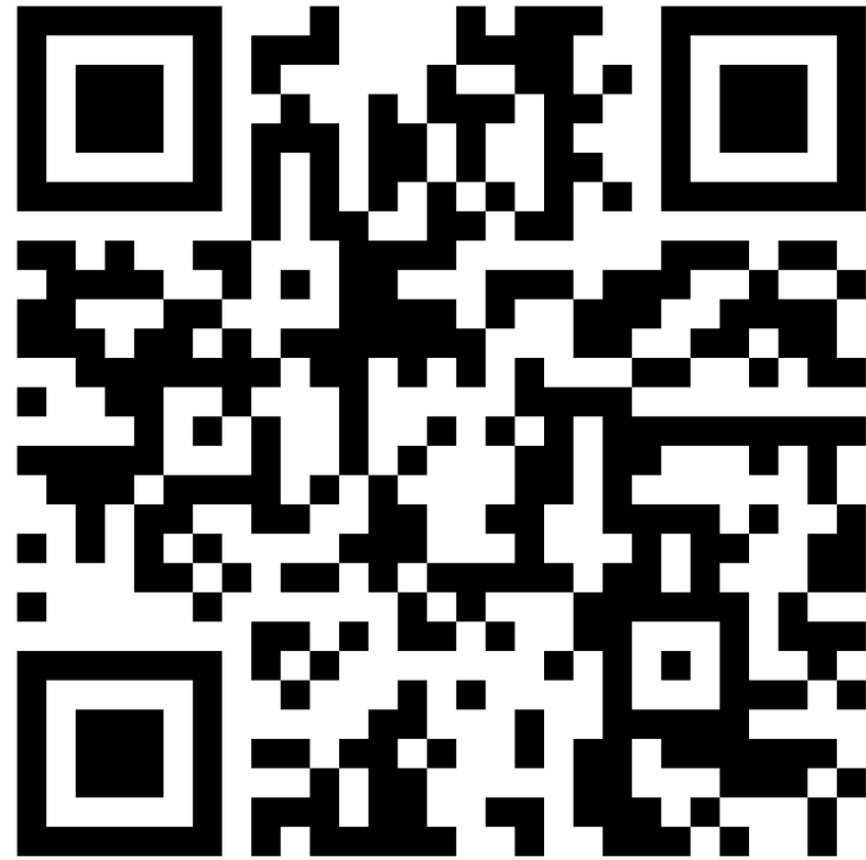
Two minute talks

Daily dedications

Gab and Go

Four square

Gratitude Wall Padlet



GREAT JOBS, GREAT LIVES



GALLUP-PURDUE INDEX INAUGURAL NATIONAL REPORT

The *Gallup-Purdue Index*, a recent survey of more than 30,000 U.S. college graduates, found that those who were emotionally supported during college, and who had experiential and deep learning, were more likely to have high well-being. These findings held true regardless of the type of four-year institution—public or private not-for-profit college; a highly selective institution or a less selective institution; or a top 100-ranked school in the *U.S. News & World Report* vs. other schools. Find the full report at www.gallup.com

SUPPORT AND EXPERIENTIAL LEARNING

(% Strongly Agree)

I had at least one professor who made me excited about learning. 63%

My professors cared about me as a person. 27%

I had a mentor who encouraged me to pursue my goals and dreams. 22%

All three 14%

I worked on a project that took a semester or more to complete. 32%

I had an internship or job that allowed me to apply what I was learning in the classroom. 29%

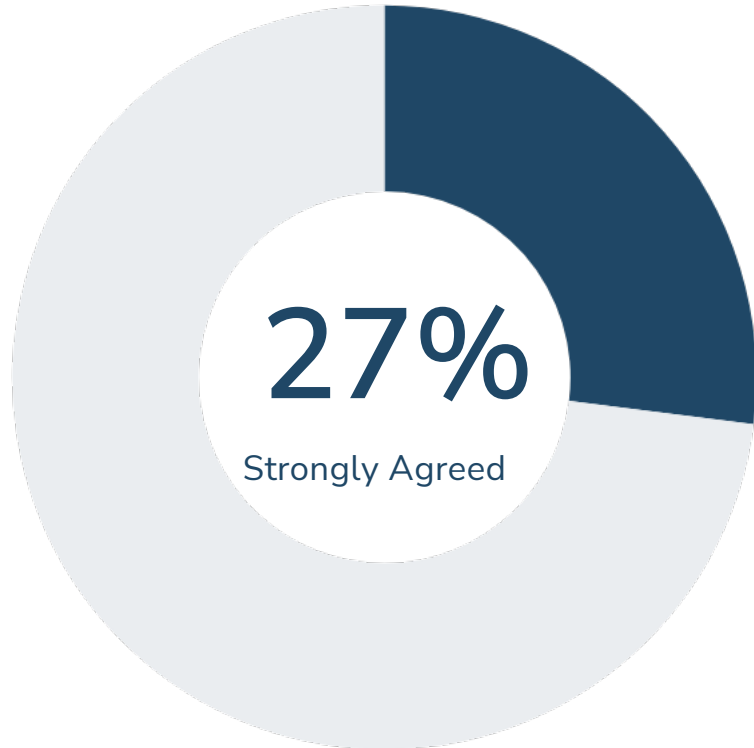
I was extremely active in extracurricular activities and organizations. 20%

All three 6%

Inspiring and Supporting Students

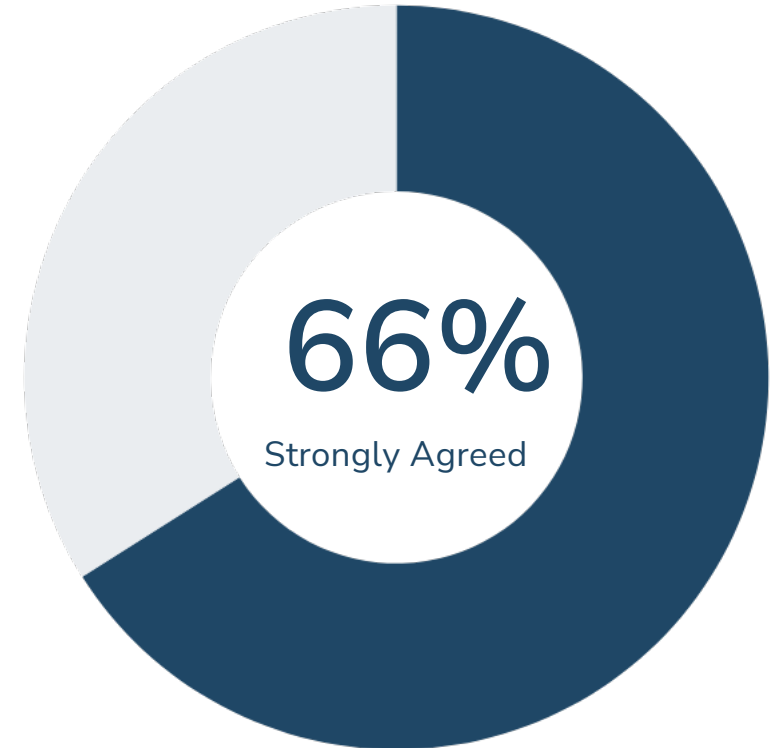
I had at least one instructor who cared about me as a person.

Gallup-Purdue Index 2014



vs.

U101 Former Student Survey



Inspiring and Supporting Students

I had at least one instructor who cared about me as a person.

U101 Former Student Survey



Of those who agreed

93%

indicated their U101 instructor served in this capacity.

In their words...



Kennedy Kitt

Public Relations Specialist



Assessing and Evaluating the First-Year Seminar

Dan Friedman, Assistant Vice President of University 101 Programs and the National Resource Center for the First-Year Experience at the University of South Carolina

Intensive on the First Year Seminar

June 7, 2024



What if...

- Respect for you & your program
- Make friends all across campus
- Satisfy your innate curiosity
- Laser-like focus on how to improve
- Help you make better decisions
- Garner additional resources



It's not magic...

It's Assessment!

Focus for Today

- Using assessment/action research to demonstrate the value of our programs, and to continually improve what we do by understanding why our programs work and for whom.

Assessing First-Year Seminars

Friedman, D. (2012). Assessing the First-Year Seminar.

Vol. 5 of The first-year seminar:
Designing, implementing, and assessing
courses to support student learning and
success.



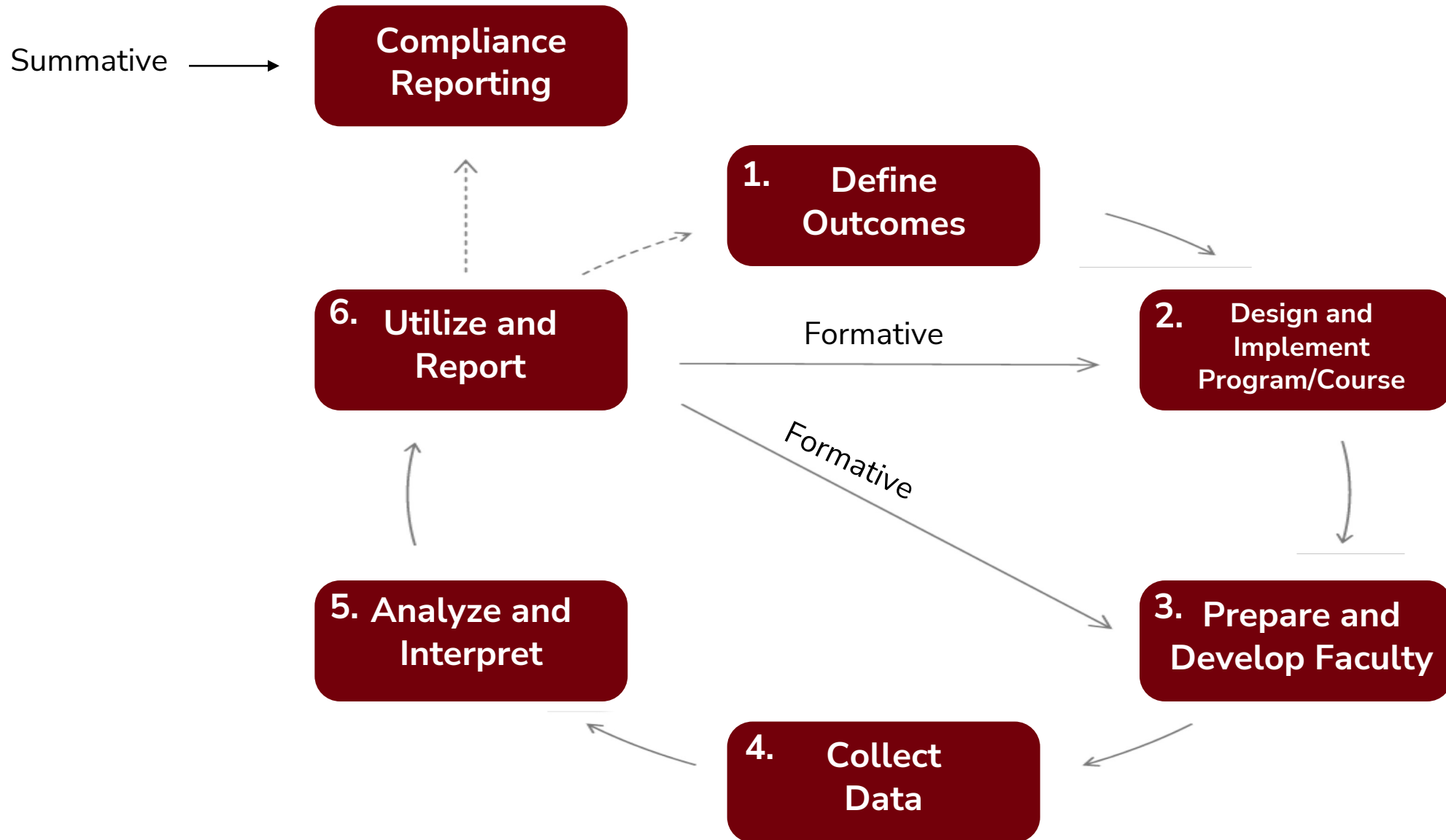
Assessment Cycle



Easy Stuff!



Friedman Assessment Model



Two Types of Assessment

1. Summative – used to make a judgment about the efficacy of a program.
2. Formative – used to provide feedback in order to foster improvement.

Word of Caution

Assessment only allows us to make inferences about our programs, not to draw absolute truths.



Learning Outcomes

A statement that “identifies what students should be able to demonstrate or represent or produce as a result of what and how they have learned at the institution or in a program” (p. 61).

Which outcome is best?

- A. Participate in 3 diversity conversations
- B. Demonstrate an ability to consciously shift perspectives and behaviors into an alternative cultural worldview and to use multiple cultural frames
- C. Demonstrate their ability to effectively communicate with people different from themselves
- D. Significantly improve their ability to communicate with people different from themselves

A good learning outcome is...

- Observable - action words – what should students be able to DO
- Focused on outcomes – what students should be able to do after the course or experience
 - “as a result of this course, students should....”
- Uses active verbs (create, develop, evaluate, apply, identify, formulate, etc.)

Good Learning Outcomes

A learning outcome will have a subject, verb, and object.
For instance, consider the following outcome.

Students will be able to DESCRIBE appropriate campus resources.

SUBJECT

VERB

OBJECT/NOUN

Methods to Assess Outcomes

Indirect

- Proxy measures that stand for the construct of interest
- Self-reported comments that reveal a perceived increase in understanding or appreciation

Direct

- Demonstration of abilities, information, knowledge, etc. as the result of participation in a program or utilization of a service

Indirect Measures

An indirect measure is something a student might tell you they have gained, learned, experienced, etc.

- Aka: self-reported data
- Ex: surveys, interviews, focus groups, etc.

Indirect Assessment Measures

Examples:

- Satisfaction measures
 - Program evaluations
 - Self-ratings of skills
 - Self-assessment of change
 - Agreement with statements
 - Inventories
-
- Pro/Con of indirect assessment methods
 - Use existing data to every extent possible

Survey Examples for Indirect Measures

- End of course evaluation (local)
- College Student Experiences Questionnaire (CSEQ)
- National Survey of Student Engagement (NSSE)
- Community College Survey Student Engagement (CCSSE)
- Your First College Year (YFCY)
- First-Year Seminar Assessment (FYSA)

Direct Measures

A direct measure is tangible evidence about a student's ability, performance, experience, etc.

Ex: performances (papers), common assignments, tests, etc.

Rubrics

1. Checklist
2. Rating
3. Descriptive
4. Holistic

Suskie (2004)

The A Paper

The A paper has a central theme expressed explicitly in the thesis statement and developed consistently through the paper. It is easy to follow because it is logically developed and written clearly. Each paragraph has focus, unity, and coherence. There is smooth transition between sentences and paragraphs. Assertions are supported by examples. Words and ideas are used precisely. The paper is free of mechanical errors, is interesting to read, and shows imagination. The conclusion does not merely restate the thesis, but summarizes the entire paper in order to make the reader understand the subject on a higher level.

The B Paper

The B paper has a clearly and succinctly written thesis sentence. It is easy to follow, and its paragraphs have focus and unity. It may lack coherence and smooth transition at some points and have one or two mechanical errors. But each paragraph is well-developed, and the conclusion summarizes the entire paper.

The B- or C+ Paper

The B- or C+ paper has a clearly stated purpose, is somewhat logical, and is almost adequately developed. It presents examples after assertions, has unity, but its paragraphs might lack focus and coherence. It may contain a few sentences that need transposing, and it may have mechanical errors and errors in grammar, but it should indicate a level of competence.

The C Paper

The C paper's thesis may be too wordy though it may be clearly stated. It contains a few mechanical and grammatical errors, and it lacks liveliness of expression. It has problems with focus, development, and transition. Its conclusion reveals little more than a superficial understanding of the subject.

The C- or D+ Paper

The C- or D+ paper has a central idea organized enough to convey its purpose to the reader. It may be without vigor of thought and expression and may contain many errors in the use of English. These errors may be sentence fragments, spelling, verb-tense shifts, lack of "ed" or "s" verb endings, a confusion of the use of "there" and "it" at the beginning of sentences, a confusion of noun and adjective word endings, etc. With more careful proofreading and fuller development, many C- or D+ papers might be worth at least a C rating.

May, 2006

My Rubric

Level 3	Level 2	Level 1
Research objective not to assignment	Designs research objective that requires more specific focus.	Fails to develop research objective.
Selected information on a topic not variety of sources.	Minimally successful at locating needed information.	Unsuccessful at locating information on the topic.
Information from sources to assess authority and	Shows minimal evaluation of sources.	Shows no evidence of source evaluation
Primary source with adequate historical relevance to	Includes some primary source material with little or no historical context	Does not include primary source material
Research plan not scholarly, specific	Minimally successful at developing a research plan.	Unable to develop a research plan.
How integrates information, with generally in format, to the planned	Minimally successful at integrating compiled information, frequently citing information inaccurately and/or inappropriately.	Unable to integrate information and use citations.
Access to regulations, institutional policies access to and use information resources states an understanding of	Lacks adequate knowledge of laws, regulations, and institutional policies regarding access to and/or use of information resources and commits unintentional plagiarism.	Lacks knowledge of laws, regulations, and institutional policies regarding access to and use of information resources and shows evidence of willful plagiarism.

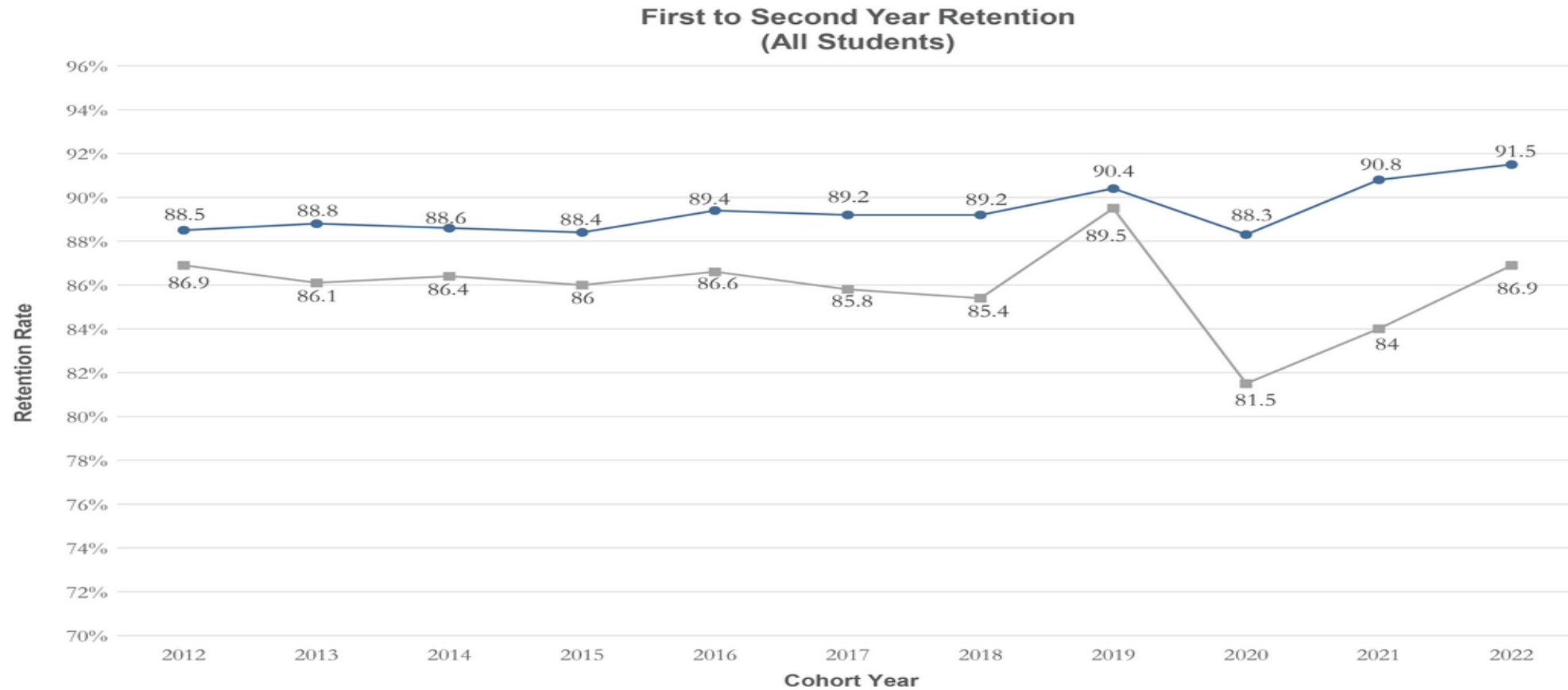
Ways to Assess Direct Measures

- Course embedded (essays, assignments, etc)
- Portfolios (electronic or hard copy)
 - Writing sample at beginning of course v. end of course.
- Pre-and post-testing on locally developed tests (of knowledge or skills)
- National tests

Caution!

- Be careful not to overextend by directly measuring multiple outcomes each year.
- Indirectly assess all outcomes each year, but limit direct measures to 1-3 per year.

What does this tell us?



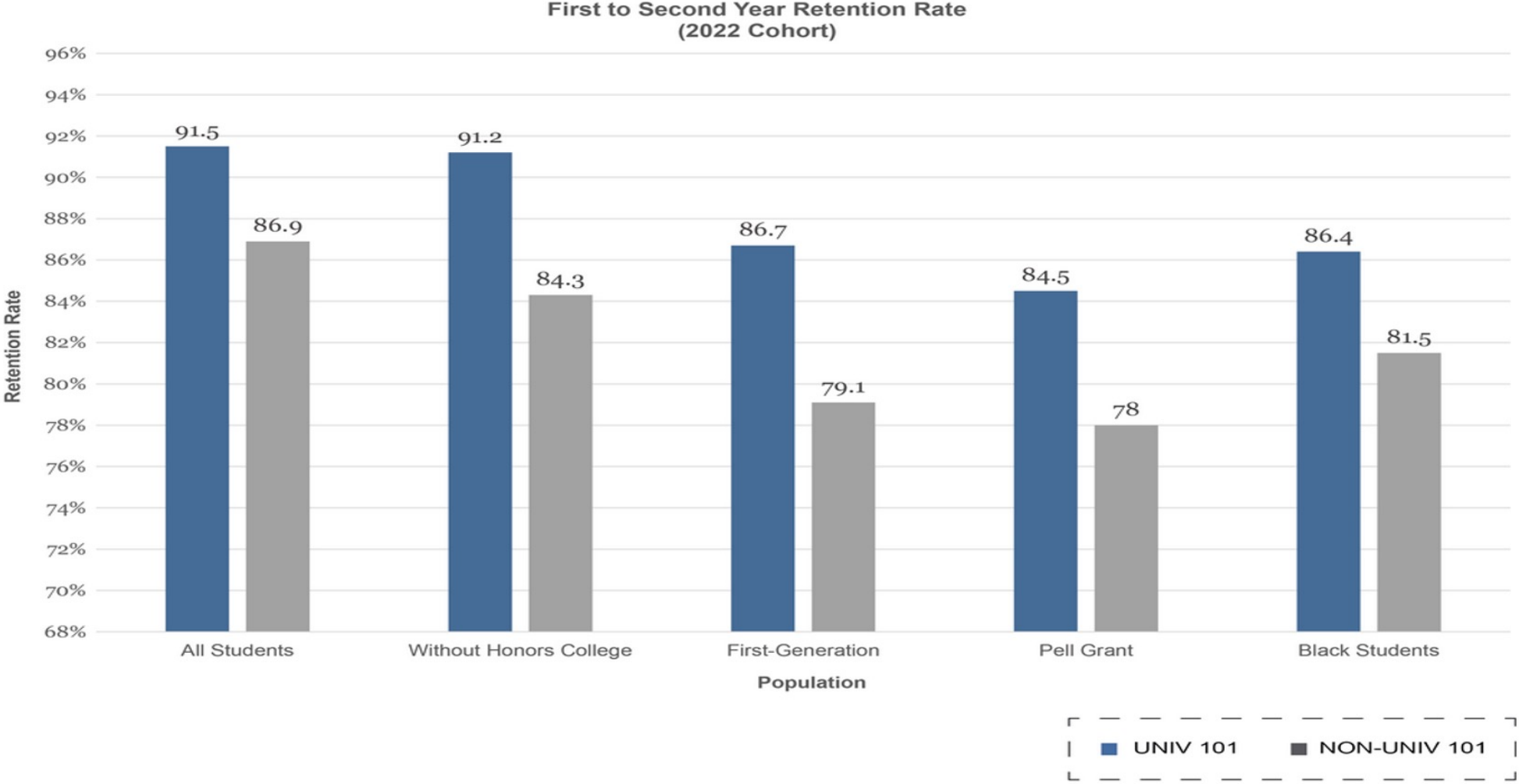
Data for 2012-2013 and 2020-2022 cohorts provided by the Office of Institutional Research, Assessment and Analytics and data for 2014-2019 cohorts provided by Student Data Enrollment Analytics.

UNIV 101 NON-UNIV 101

Drill Down!



Positive Impact on Persistence



What factors predict persistence?

- Used FYI data set & included variables from student data file (persistence and GPA)
 - 2,014 responses (72% response rate)
- A series of logistic regressions were conducted
 - Controlled for gender, race, and high school grades
- A standard deviation increase in Sense of Belonging & Acceptance increased the odds of persisting into the second year by 38% ($p < .001$), holding all other variables constant.

Continual Improvement

Identifying and replicating best practices

- Interviewing high performing instructors
- Curricular analysis



University 101 Programs

UNIVERSITY OF SOUTH CAROLINA

FACULTY RESOURCE MANUAL



Assessing Educational Methods

Compare methods to determine if one approach is better than another

Table 1
Information Literacy Means for Library Presentation Participants and Non-Participants

Course contributed to (7-point scale)	Question Mean (n)		t-value*
	<u>Library</u>	<u>Non-Library</u>	
Ability to find what I need through the library	5.42 (584)	4.63 (791)	8.07***
Evaluating the quality of opinions and facts	4.63 (583)	4.69 (794)	-.587
To what extent did the course help you determine the quality of information sources when conducting research	4.39 (579)	4.24 (793)	1.47

P-value = * < .05, ** < .01, *** < .001

Qualitative Examples for Indirect Measures

Interviews

Secret Shopper

Focus Groups

Advisory Council

“Can’t fatten a pig by weighing it”



Need to use assessment data to drive continual improvement.



Organizing and Sustaining Your First- Year Seminar

John N. Gardner
Co-Founder and Executive Chair,
Gardner Institute
Senior Fellow and Distinguished Professor Emeritus-
University of South Carolina

Intensive on the First-Year Seminar
Asheville, NC
June 7, 2024



Why do First -Year Seminars Exist?

- To meet multiple student and institutional needs
- To improve retention
- To create a sense of belonging
- To build loyalty and traditions
- To accomplish faculty/staff development
- To sell the institution
- To make money

-and-

They're loved by parents, grandparents, trustees
and politicians!

How do we sustain them?

To be sustainable, the FYS must be:

- Well Organized
- Designed and delivered in a competent, flexible model rooted in innovation and continuous improvement
- Able to change as:
 - The world changes
 - The country changes
 - The institution changes
 - The students change

Questions for Consideration:

- How is your institution changing?
- How are your students changing?
- How are the practices and attitudes of your faculty and staff changing?
- What do your students need that they aren't getting?

Reminder: Your institution and your course are perfectly organized to get the results you are getting right now!

What do you want your course to be?

- There is no template—make it what you want it to be!
- You need support
- You need to stick with it.
- You need to strive for institutionalization (because administrations come and go)



Who owns your course?

The Goal: Owned by all (everyone, the institution)

The Secret Sauce: **Collaboration**

If your goal were to build something that would last for 52+ years, how would you do it?

How do you see your course?

At its best, the First Year Seminar is academic freedom at its best.

At its worst, laissez-faire

Used to be billed as “the course you always wanted to teach but you never had the opportunity”

Imagine your course on a state-wide billboard

What would you have done to get there?



What does it take to make your FYS into a “Signature Program”

Manifested by:

Good PR

Good assessment

Positive productivity outcomes

Known by the external
community

Known by the academic
community at large

Or think about it this way:

How is your course similar to the other 10
High Impact Practices?

What the course needs:

Your FYS Must Have a Home

- Most commonly Academic Affairs, but doesn't have to be
- Needs to be a well-respected unit/office (that has money and decision-making power)
- Needs to be where your program is wanted and understood

Other needs:

- Must have a budget (can't make money without money)
- Must attend to instructor compensation/rewards
- A vast network of partnering organizations
- Continuous training and faculty/staff development
- Continuous assessment and sharing of successes and mistakes

Make sure your course is aligned to the following holy writ:

- Institutional mission statement
- Institutional vision and values
- Strategic Plan
- Current president's overall strategies for institutional improvement
- A vision for how your course can help your institution achieve its goals
- Current status of your institution's self-study for accreditation

A little history

At USC in 52 years, University 101 has had:

4 Directors

All White Male

3 Faculty

Two full professors, one associate

1

Career higher ed/ Student Affairs administrator

26 Years

Current Director has 26 years of experience

Note: a few programs have been run by committees, but I am not recommending that

Your FYS Needs a Leader who:

- Is highly respected
- Is multi-talented
- Demonstrates durability and long-term loyalty to the institution
- Has sufficient personal power to go head-to-head with human barriers
- Has the right personality
- Is ideally seen as a servant leader



Mindset for the FYS Program Director:

- Exist to serve the rest of the institution: Key attitude: What can I do for you? How can partnering with the FYS make your unit more effective?
- They may SEE everything that needs to be done, but no one person can DO it all: Be willing to give up some freedom, power, and autonomy to bring in more team players
- Constantly: thank people, celebrate successes, and share resources!
- Be willing to support academic missions of multiple academic subcultures.
- Remember that the FYS course is a key component in building an institutional brand and marketing the institution.
- Have a succession plan!

And some recommendations:

- Have a key assessment partner/professional who can guide the director in putting assessment to work for continuous improvement
- Have an advisory committee to serve as a brainstorming generator of ideas and good will for addressing common first-year student issues (not as an administrative management structure)



A BIG picture thought:

Could your FYS Program be a Center for Innovation?

Institutions need an “experimental” unit. A place to start, refine, spin-off, and emulate...for example:

- Rethink General Education
- Pedagogical models
- Faculty/staff development
- Quality of first-year residential life
- Faculty and staff partnerships
- New models for academic advising and orientation
- Earlier delivery of career planning

May need special connections to special circumstances:

- Healing, regrouping after an institutional tragedy or other circumstances that may have been an institutional PR problem
- Hard times/hard choices
- Showing the way toward becoming a more student-centered institution
- Town/gown issues
- Current state of the institution's challenges to community, civility, and even protest

Recapping—because important things should be repeated

The Model's original components:

- Humanize the University
- Course is for both students and faculty/staff
- Required instructor training
- Partnership with Student Affairs, Academic Affairs, and Faculty
- (New) Student Peer Leaders
- Retention was an afterthought/discovery

Early lessons:

- Importance of assessment
- Course is a win/win for everyone
- Course is a money maker
- Amount of credit, type of grading, who teaches are important
- “success has many parents; disaster in an orphan” - JFK

Purpose:

- Intro to higher ed
- Intro to institution
- Intro to your people
- Intro to the new student self
- Learning my culture and my place in it

Discussion & Questions

How does the preceding material ring true for your place—or not?

What does all this make you think about your course purposes?

What's missing that you think you ought to add to the mix to course purposes and student needs?

If your course is only about “retention” forget it. Students are here to support your institutional retention needs and goals. So what do they need to get?

Reassessment of the course: What do your assessments tell you? How are you using these findings to make decisions for improvement?

If the above litany were a report card, what grade would you award yourself?

Look at the FYS as the institutional glue. How can your course be the glue that connects, binds, holds the place together?

What are you going to do to move your course to the next level of student learning and impact?

OK, you will have spent two days holed up in Asheville, N.C. What are you going to go back and tell your leadership about what is needed to move your course to the next level?



The First-Year Seminar as a Transformative Innovation

Andrew K. Koch, PhD
Chief Executive Officer,
Gardner Institute

Intensive on the First-Year Seminar
Asheville, NC
June 7, 2024



Content Overview

- Setting Context / Defining the Terms
 - Forms of Innovation
 - Innovation and Transformation
- Being Intentionally Transformational Requires . . .
- Reflection & Application Activity
- Report Out

Forms of Innovation

- **Reformative** – getting better at being yourselves
- **Formative** – doing something new within an existing structure
- **Supra-Formative** – doing something new outside an existing structure

Innovation and Transformation Defined

Innovation

“ . . . innovation is the ability to conceive, develop, deliver, and scale new products, services, processes, and business models for customers.”

McKinsey & Company, August 2022, “What is Innovation”

Transformation

“Transformation is the intentional sum total of innovations that collectively lead the organization to a desired goal.”

Innovation and Transformation Defined

Innovation

“ . . . innovation is the ability to conceive, develop, deliver, and scale new products, services, processes, and business models for customers.”

McKinsey & Company, August 2022, “What is Innovation”

Transformation

“Transformation is the **intentional sum total of innovations** that collectively lead the organization to a desired goal.”

**Be Intentionally
Transformative**

Being Intentionally Transformative Requires:

- Being “Positively Restless”
- Thinking Beyond Individual Programs or “Solutions”
 - Thinking and Acting Symbiotically (as a Transformative Innovator)
- Making Tough Choices
 - For Benefit of All Students
 - For Scale
- Constantly Assessing Value and Adjusting Based Thereon
- Understanding that it Takes Years to get Hard Things Done



Examples of Thinking & Acting Symbiotically

Connect Your First-Year Seminar Innovation With:

- Other student success efforts / initiatives
- Institutional strategic priorities such as:
 - reaffirmation of accreditation
 - the strategic plan
 - the strategic enrollment and success management plan
 - general education redesign efforts
- Strategic Assessment and Evaluation Efforts



Prompts – First-Year Seminar As Transformative Innovation

- What kind of innovation do you want to undertake in your first-year seminar (reformative, formative, or supra-formative) and why?
- What are 1-to-3 programmatic or strategic priority connections you will try to make to ensure that your first-year seminar innovation is a transformative innovation? (Positive Restlessness and Mutual Symbiosis)
- To make the connections for transformative innovation, who do you need to involve at your institution and why?

Report Out and Discussion

Blue Ridge Ballroom

Tables: 2, 3&4, 7, 8, 10, 14, 16, 17, 21

French Broad 1 & 2

Tables: 1, 5, 6, 9, 11, 12

French Broad 3

Tables: 13, 15, 18, 19, 20

Thank you for joining us
We appreciate your feedback



**GARDNER
INSTITUTE**



HOUSTON COMMUNITY COLLEGE



NATIONAL RESOURCE CENTER

FIRST-YEAR EXPERIENCE® AND STUDENTS IN TRANSITION

UNIVERSITY OF SOUTH CAROLINA