Recruiting and Retaining Students: How Flexible Scheduling Meets Student Needs

Curious about innovative ways to help students complete coursework while maintaining their outside commitments?

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College Profile

Background

Flex Definition

What Flex Looks Like at BVCTC

Student & Institutional Benefits

Moving Forward

BridgeValley CTC

BridgeValley meets the higher education, workforce development, and training needs for industries ranging from healthcare to manufacturing in both the South Charleston and Montgomery, West Virginia

2000+ Students

38+ Degrees

Partnered with Toyota for Advanced Manufacturing Degree

Background

1 Bridging the Gap Consortium

West Virginia's Bridging the Gap Consortium is led by BridgeValley and includes all nine community and technical colleges in the state. This $25 million initiative is funded by a grant from the United States Department of Labor. This project transforms academic programs in energy, manufacturing, information technology, and construction trades into career pathways with enhanced academic instruction. Recruitment and retention efforts strive to increase the number of graduates with technical skills and industry credentials.   Another key goal of the Bridging the Gap Consortium is to create and promote innovative Registered Apprenticeship Programs by collaborating with industry leaders to foster a culture of continuous improvement.   By utilizing an evidence-based design approach, the grant focuses on three major areas:

- Enhanced and accelerated sector-driven career pathways

- Contextualized, online, blended, simulated, and remote academic instruction

- Expanded and individualized student support strategies focused on strategic recruitment, college success courses, peer coaching, career planning, and data-driven decision-making

Background

2   Tech Hire Grant

BridgeValley Community and Technical College received nearly $4 million through the U.S. Department of Labor H-1B TechHire Partnership Grant Program to establish the West Virginia Technology Transformation Initiative (WVTTI). The WVTTI will focus on transforming the south-central regional economy in West Virginia from one that is coal-dependent to one that is technology-based. WVTTI will assist young adults, who grew up believing that they would work in now-closed coal mines, with skills upgrades and supports in order to obtain middle- and high-skill jobs. By leveraging investments made under the Bridging the Gap (BTG) program, the WVTTI will expand innovations in curriculum, employer engagement, work-based learning experiences, and training opportunities to help participants gain credentials needed for the workplace.

Background

Tech Hire Grant Continued

Target Population

PROGRAM AREAS	TARGET POPULATION	SERVICE AREAS
Advanced Manufacturing	Young Adults (17-29)	Boone, Cabell, Clay, Fayette, Jackson, Kanawha, Lincoln, Mason, Putnam, and Wayne Counties
Information Technology	Dislocated and unemployed West Virginians	

Background

2   **Tech Hire Grant Continued**

Employer Engagement

WVTTI will hold regular sector meetings with regional employers in IT and AM to ensure programs are aligned to in-demand occupations and embedded with industry-recognized credentials. These relationships will also secure work-based learning and training opportunities as well as employment for future graduates. Due to BridgeValley's strong employer engagement and implementation of the sector-based workforce initiative, specific employers in these program areas agreed to work with WVTTI prior to the grant award.

Background

Tech Hire Grant Continued

Transitions Strategy

This recruitment and training strategy will focus on recruiting recent high school graduates and young adults without a high school diploma who need math and literacy enhancements to be successful in postsecondary education and training programs. The West Virginia Department of Education - Office of Adult Education, in partnership with BridgeValley, will provide Bridge Programs that prepare low-skilled, underprepared individuals to enter AM and IT programs. Upfront assessments will be conducted to determine the participant's academic skill level.

Background

Tech Hire Grant Continued

Program Academies

BridgeValley developed guided career pathways that provide students the opportunity to earn stackable industry-recognized certifications while working toward their college credentials. Academies, both in IT and AM, will offer innovative delivery options such as accelerated and open-entry programs. Hybrid on-line courses, in conjunction with open labs and IT simulations, will be available through Open Education Resources (OER). Credit Guides will be developed for each of the training options to provide clear identification of the available courses and credentials.

Background

Tech Hire Grant Continued

Student Support Services

Student Success Coaches will serve as case managers for each participant. Coaches will provide intrusive advising, counseling services, career planning guidance, and job placement assistance to help each participant overcome barriers and successfully complete their training. Participant Portfolios will detail the academic and support activities for each participant along a timeline with attainable short-term and long-term goals.

Background

3   **Flexible Scheduling Consultant**

- Consultant Terry Bartlett visited our campus and exchanged emails with us several times over the course of a year.

- Several different terms have been used to describe the learning method incorporated in the Electromechanical program at Fox Valley Technical College (FVTC). They include *self-paced*, *individualized instruction*, *student directed*, and *open lab*. The reason for using these terms is that none of the courses are offered in the traditional lecture-based mode, where classes and labs are scheduled at a particular time and days of the week. Instead, all of the 47 courses (which are 1-credit) are scheduled every day and at all times during open-classroom/lab hours.

What is Flex Scheduling?

A sample note to students on flex. This schedule is with one instructor. When using three instructors flex hours can run from 7/8AM to 6/7PM.

Flex Schedule Description:

This course is not offered in the traditional lecture-based mode, where classes and labs are scheduled at a particular time and days of the week. Instead, this course has been scheduled with no assigned time or days of the week as we will be using an open lab format. English 102 is a 3 credit course; therefore, students are expected to attend on campus lab the equivalent of 2.5 hours a week throughout the academic semester. The open classroom/lab is held 4 days each week during the Flex Hours listed below. There are no formal lectures where all students attend, but there is an instructor present to present course material and to ensure understanding of the content. Students are allowed to attend at any time during the scheduled times below. However, they are strongly encouraged to select a day and time that is likely to be reoccurring as a way of making course time a habit. The first week of class, students will submit to the instructor days and times that they are available during flex hours. Students are not required to attend only at those hours; however, it serves as an acknowledgment from the student to the instructor that the student understands the lab hours available, the time commitment needed from the student, and that the student plans to meet the lab hour requirement.

The Spring 2019 weekly schedule for English 102 is:

      Monday: 9a-12p, 3p-6p
      Tuesday: 8:30a-12:30p
      Wednesday: 9:30a-1p, 3p-5p
      Thursday: 9a-11a, 2p-4:30p

BVCTC
Flex Looks Like

- Course: AMT, Natural Gas, English, and Math
- Student Success Coaches
  - Student helpers (tutoring, financial aid, jobs, resumes, attendance, skill sets, etc.
  - Instructors and coaches work together. Attendance and grades communicated.

- Class Components
  - Orientation, Attendance Logs, and Deadlines
  - Multiple classes at one time
  - Content Management Software (Blackboard, Math Lab, Hawkes, etc.)
  - Weekly objectives with weekly or unit outlines
  - Point of Contact/Labs (Don't put everything online)
  - Lack of Group work/ classmate interaction

Content Management

Week 1: January 14 - January 17 ⌄

Overview: This week, you will be attending the Flex Course Orientation, composing the Benchmark essay, introducing yourself to your classmates, and completing the syllabus/course quiz.

Learning Objectives:

- Attend orientation to learn about the nature of flex courses.
- Review the syllabus and all information concerning the instructor.
- Compose an essay that assesses the student's current writing level. This essay will be reviewed for all writing mechanics, critical thinking, and content.
- Generate a conversation between students with introductions.

Homework: (1) Complete Syllabus Quiz, (2) Read pages 16-33 in your textbook, and (3) Annotate pg. 21 "The Evolving Role of News on Twitter and Facebook."

Week 2: January 21 - January 24

Overview: This week, you will be learning about critical reading and critical thinking, the parts of an essay and essay development. Additionally, you will learn about plagiarism, the rhetorical situation and CEWs.

Learning Objectives:

- Explain the parts of an essay and essay development.
- Define and summarize plagiarism.
- Apply the rhetorical situation to writing situations.
- Create CEW paragraphs.

Homework: Read Chapter 7, pages 105 - 112. Answer questions 1-3 on page 107 and questions 1-7 on page 112.

Week 3: January 28 - January 31

Overview: This week, you will continue working on CEW paragraphs and be introduced to comparing and contrasting.

Learning Objectives:

Plagiarism Activity 2

Follow the link below. On the webpage, select that you are a guest. Take the 12 question case study quiz. Read the explanations of the responses whether you were correct or incorrect. Save and submit your score.

https://plagiarism.arts.cornell.edu/tutorial/exercises.cfm

Plagiarism Activity 3 ⌄

Write a one paragraph definition of what plagiarism means in your own words. You paragraph should include: (1) your personal definition of plagiarism, (2) at least one example of plagiarism, (3) why plagiarism is considered a bad thing, and (4) the impact plagiarism can have on a student's education or an employee's career.

Claims, Evidence Warrant (CEW) Handout

Attached Files: CEW Handout.pdf (191.265 KB)

The attached file is supplemental support for lecture held during week two.

Sherlock CEW Paragraph

Upload your CEW paragraph from the *Sherlock* exercise in class.

UNIT 3 – Work Place Reporting
Suggestion Completion Date: October 25, 2018 by 11:59PM

Units are sequential; therefore, Unit 2 must be completed before moving on to Unit 3, and Unit 3 must be completed before moving on to Unit 4. All items listed below must be completed in order. Unit Assessments may not be taken unless all content and assignments in the unit have been completed.

Note: (1) Demos are face-to-face meetings with the instructor to go over a concept/theory/activity/etc.; on average Demos take one hour. (2) This unit requires your unit assessments to be submitted via Blackboard.

1. Read through the Unit Outline to see what you will be studying and need to complete.

2. Read Chapter 9 in your textbook, pages 252-276.

3. View Narrative and Expository Essay PowerPoint.

4. On Blackboard, read "How to Write a Good Accident Report."

5. Read handout "Accidents at Work" and answers questions 1-5 on page 1. (Handout and assignment drop box located on Blackboard.)

6. Read Work Place Accidents article.

7. Read example Accident Reports located on Blackboard.

8. Demo One: Incident Reports, Description, and Cause and Effect.

9. Read Incident Report Assignment Sheet. Assignment is due by end of unit. I highly encourage you to complete it prior to moving on to step 8.

10. Read "Lab Reports" handout on Blackboard.

11. View "Example BridgeValley Lab Report" on Blackboard.

12. Complete Lab Report Compare and Contrast Activity on Blackboard.

13. Review pages previously read in Chapter 9 of your textbook, pages 272-275.

14. Demo Two: Yardstick Reports and Compare and Contrast

15. Read 'Yardstick Report Assignment Sheet' and complete essay.

16. Assessment: Incident Report AND Yardstick Report

Unit Outlines

Student Benefits

Flexible scheduling is ideal for students with outside commitments

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Flexible Schedules

Individualized Instruction

Success Coaches

Industry Involvement

Degree Completion

Retained Content

16

Institutional Benefits

Recruitment

Enrollment

Retention

Teamwork

Flex at your college

- Designated spaces
- Multiple instructors per content area with instructor of record
- Lab hours ranging from morning to evening (7a-7p)
- Rearranging content to be independently tackled while creating moments of interaction with instructor
- Clear attendance expectations
- Communication within college community about expectations and dynamics of flex
- Orientation
- Success Coaches

Moving Forward

Designated Labs

Multiple Instructors

Analyzing Data

Keeping Flex?

Questions?