Summer Symposium

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Florida's Workforce Education Initiative

Division of Career and Adult Education

June 7, 2022

Exploring Models for Adult Education Student Orientation

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&

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Agenda

1. Today's Goal

2. Background on Student Orientation, Student Success and Student Retention

3. Student Orientation Study Data

4. Essential Orientation Content Discussion Activity

5. Example Models of Adult Ed Student Orientation
   i.   Online Asynchronous
   ii. Online Synchronous
   iii. Face to Face

6. Questions

Goal of Today's Session

Discuss and share key components programs should include in their Adult Education Student Orientation.

Student Orientation

- According to Lerner Colucci (2020), "**orientation** programs have been identified as a **best practice** in supporting **student success**" (p. 4).

- There is a large gap in research on the impact of student orientations on Adult Education student success and retention.

- Some research exists on the impact of student orientation on community college student success and retention.

Defining Student Success

- Belfield, Jenkins, and Fink (2019) shared a set of **Early Momentum Metrics**, which may serve as indicators to predict longer-term success for community college students:
  - **Persistence from First to Second semester**
  - First-year credit completion
  - **Completion of college-level English and Math (gateway courses)**

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Defining Student Retention

- Wild and Ebbers (2002) present ways researchers and institutions have attempted to **define retention** for community college students:
  - Courses completed vs. courses attempted
  - **Achievement of student goal**
  - **Two or more semesters of continuous enrollment**
  - **Degree/certificate completion**

Student Orientation Studies

1. A study by Tighe (2008) found that student participation in orientation at Tidewater Community College significantly impacted **student engagement**, **student satisfaction**, **academic achievement**, and **retention**.

2. A study by Jones (2013) reported increased **student preparedness**, **confidence**, and **retention** following the implementation of a mandatory **online orientation** for first-time students enrolled in **online and hybrid courses** at Richland Community College.

3. A study by Garza Mitchell (2014) stated that student participation in an **online orientation** focused on how to use the **learning management system**, **time management strategies**, and **tips for success** in an online course resulted in a 74% completion rate.

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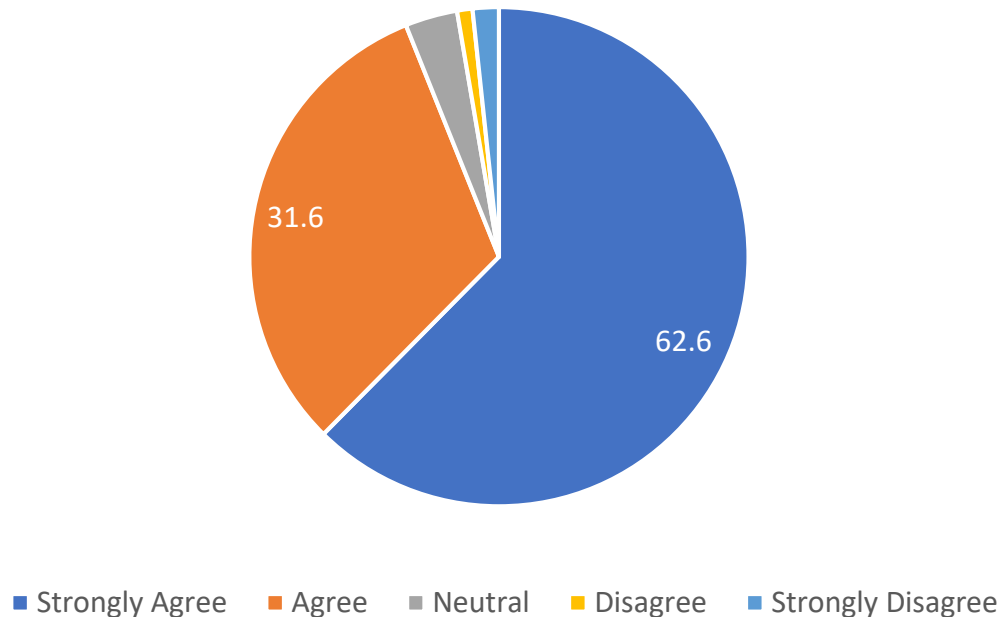FLORIDA DEPARTMENT OF
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Results From a Local Study on Adult Education Orientation

Moraine Park Technical College

Online Asynchronous Model

Access and Convenience

I was able to schedule and complete my online self-guided SSC Registration Session at a convenient time.
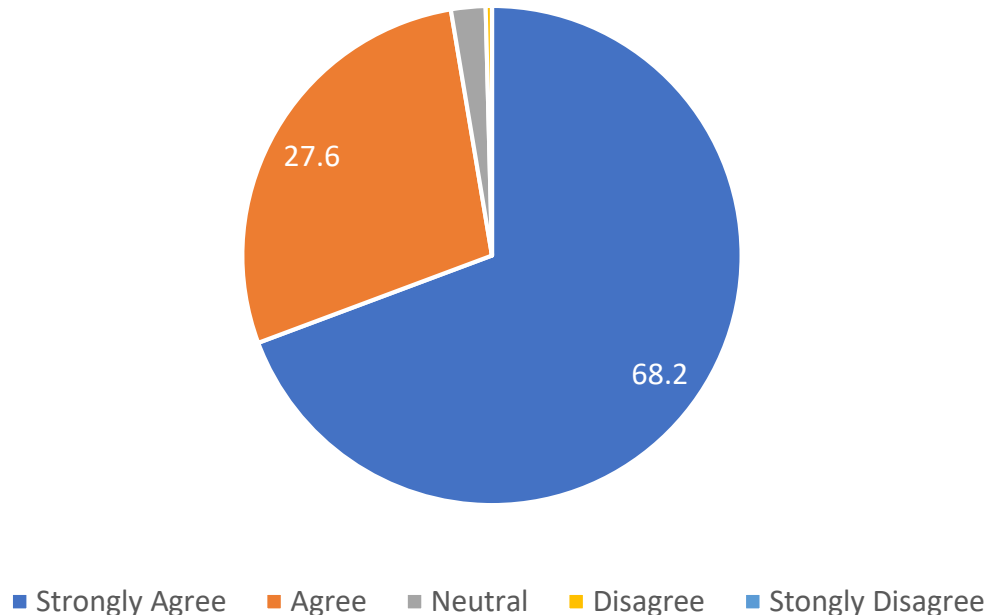

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

31.6

62.6

~94% Strongly Agree/Agree

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Perception of Feeling Welcome

The online self-guided SSC Registration Session process made me feel welcome.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

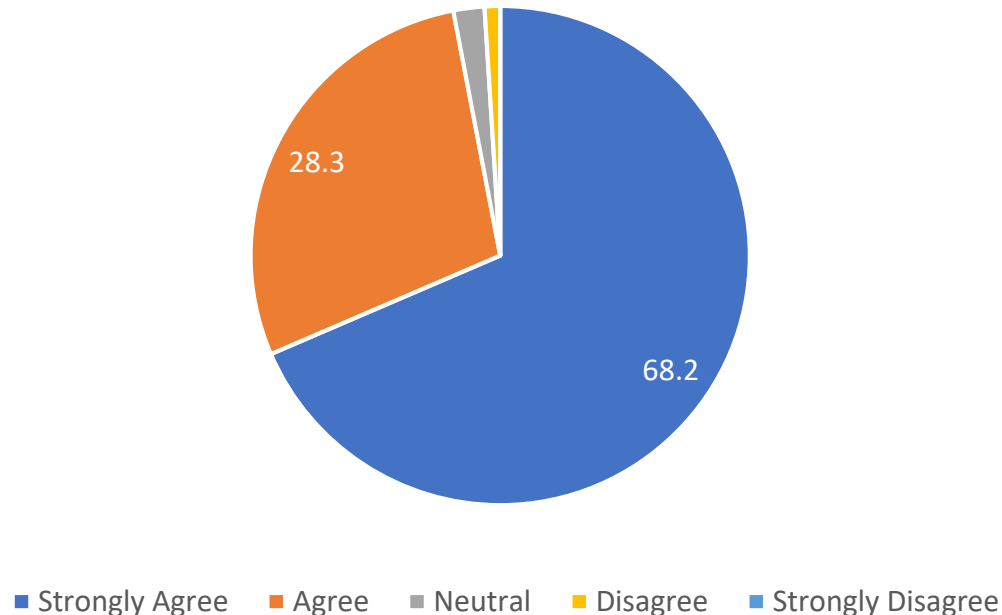26.9

67.7
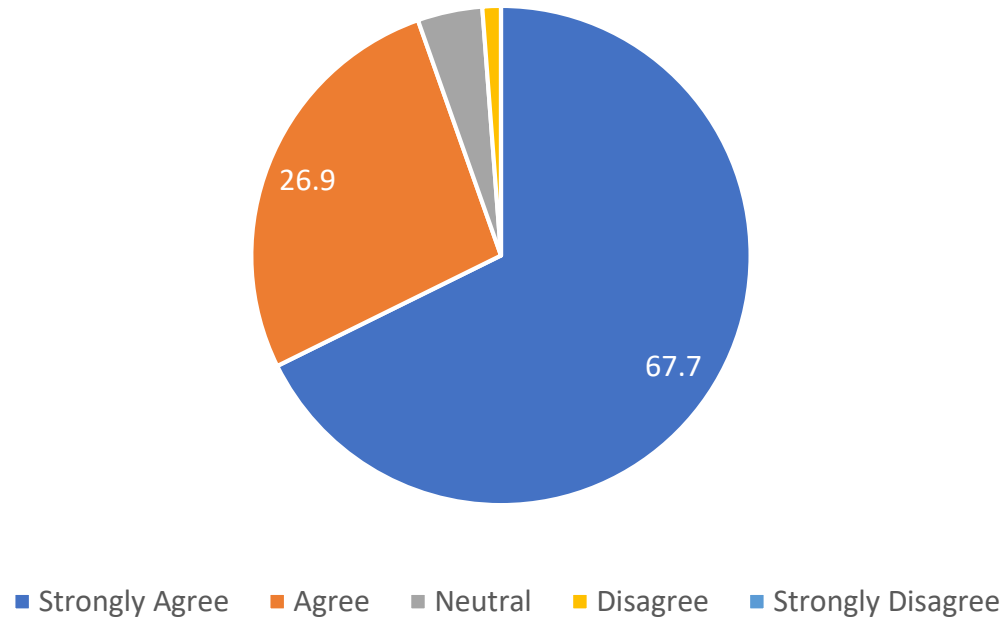
~94% Strongly Agree/Agree

User-friendly

The online self-guided SSC Registration Session was user-friendly. I felt confident working through the provided activities.

Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Stongly Disagree

~96% Strongly Agree/Agree

Communication of Guidelines and Procedures

I understand the guidelines and procedures of the Student Success Center

Legend: Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree

Pie chart values: 28.3, 68.2

~97% Strongly Agree/Agree

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Preference of Online vs. Face-to-Face

I would have preferred to attend a Registration Session in a group setting rather than the online self-guided option I completed today.
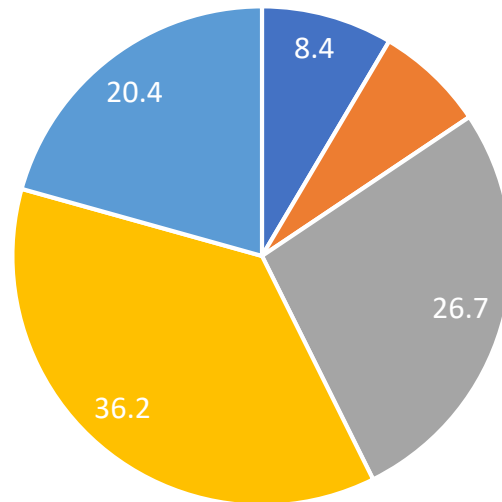
■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

Student Reflections on MPTC Online Asynchronous Orientation

Essential Orientation Content

Orientations can look different from program to program, and programs can employ various formats.

Questions to consider:

- What do you like about your current orientation?

- What would you seek to add to make it more comprehensive?

Essential Orientation Content

- In your small group of 4-6 participants, **identify essential components to include in an Adult Ed or GED-seeking student orientation and Adult ESOL orientation.** Consider the following models in your discussion:
  - Face-to-Face
  - Virtual (Synchronous)
  - Virtual (Asynchronous)
- Document your ideas on the paper provided.
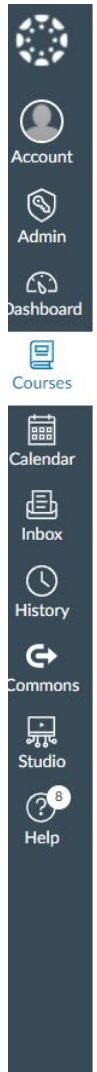- Be prepared to share out with the large group.

Essential Orientation Content

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Essential Orientation Content

- In your small group of 3-5 participants, **identify essential components to include in an Adult Ed or GED-seeking student orientation and Adult ESOL orientation.** Consider the following models in your discussion:
  - Face-to-Face
  - Virtual (Synchronous)
  - Virtual (Asynchronous)
- Document your ideas on the paper provided.
- Be prepared to share out with the large group.

Model Orientations

Rachel Ludwig, FLDOE

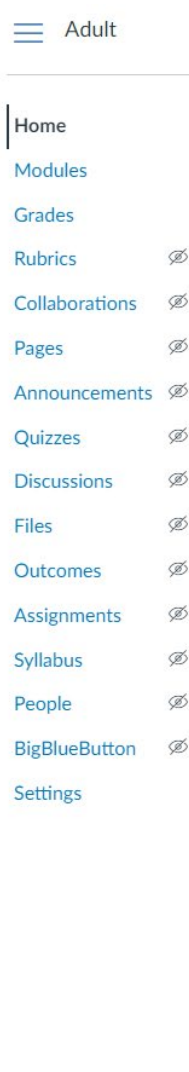Ariel Pechokas, Collier County Public Schools

Brian Bush, Broward County Public Schools

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Online Asynchronous in Canvas

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Student Registration Process

- •Student interest form
- •FOCUS registration form
- •Schedule for orientation (ABE/GED/ESOL)

Student Inquiry

- •Program overview
- •What we offer
- •What students can expect
- •Student/Program commitment
- •Next steps
- •Schedule for testing

Student Orientation

- •CASAS (ABE/ESOL)
- •Scores uploaded into Focus

Testing

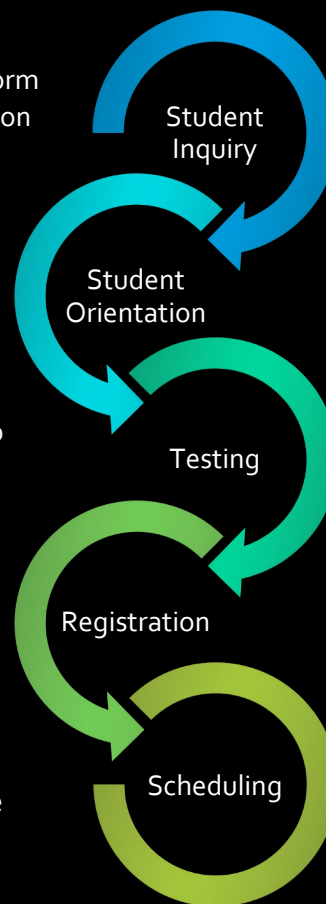- •Test scores confirmed
- •Program time/location selection
- •Payment collected through FOCUS

Registration

- •Scheduled into Class
- •Student notification of class location, time and start date

Scheduling

Why are you here?

Seems like a silly question, but…

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AGENDA

- Introduction
- Assessment
- Program offerings
- Instruction
- Commitment for success

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Registration

Step 1: Complete the Online Enrollment Form

Step 2: Attend Virtual Orientation

Step 3: Complete Diagnostic Testing

Step 4: Pay $30 tuition for the semester (Cash or Card)

Step 5: Confirm preferred schedule (In-person or Online)

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Placement Testing

Computer Based Timed Test – 2.5 Hours
Focusing on Reading & Math

Levels
1- Low Beginning
2- High Beginning
3- Low Intermediate (Pre-GED)
4- High Intermediate (Pre-GED)
5- Low Adult Secondary Education (GED Prep)
6- High Adult Secondary Education (GED Prep)

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Program Duration

Begin: April 4, 2022

End: June 2, 2022

Student Commitment:
- Minimum 8-week commitment followed by post-testing to see growth and plan next steps
- 10 hours of participation per week

COLLIER ADULT EDUCATION

Program Offerings

- **In-person Classes:**
  - Lorenzo Walker Technical College (Day/Evening)
  - CareerSource Southwest Florida (Morning)
  - Golden Gate High School (Evening Only)

- **Online Instruction:**
  - Structured vs Flexible

- Integrated Education and Training (IET)

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Instruction Offered: **GED**

DAYTIME: Monday-Friday

LWTC 8 – 11 AM

LWTC 11:30-2:30 PM

CareerSource 8:30-11:30 AM

EVENING (BCHS / LWTC / LHS / GGHS)

Tuesday, Wednesday, Thursday

5:30 pm – 8:30 pm

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Instruction Offered: Online Instruction

ONLINE STRUCTURED

- 100% Online
- Synchronous / Asynchronous (Blended)
- Requires technology & reliable internet
- Instructor directed

Typical Student:

- Traditional Learning Style
- Prefers direct instruction
- **Can commit to a set schedule**

When? Tuesday, Wednesday, Thursday

Morning Session: 9:00 am – 11:00 am

Evening Session: 6:00 pm – 8:00 pm

ONLINE FLEXIBLE

- 100% Online
- Asynchronous
- Requires technology & reliable internet
- Self-Paced with Learning Program

Typical Student:

- Independent learner
- Prefers to go at own pace
- Requires a very flexible schedule
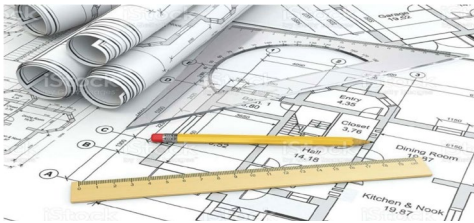- Should be good communicator

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Integrated Education and Training (IET)

HVAC/R Pre-Apprenticeship

Drafting

Culinary

- Check with a coordinator about start dates and times

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Introduction to Healthcare Bridge Class (IET)

- Contextualized learning
- Employability skills relevant to the healthcare profession
- CASAS Level 5/6 English proficiency required
- Commitment through attendance required

When?

Tuesday, Wednesday, Thursday

5:30 pm – 8:30 pm

Where?

Lorenzo Walker Technical College (LWTC)

Classes start on Tuesday, April 5, 2022

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Other Resources & Partners:

- Students under the age of 24 can contact Susan Corris at 239-377-2672 or email at scorris@careersourcesouthwestflorida.com

- Over the age of 24 may call the office at 239-436-4301 or visit 3050 Horseshoe Dr North Building A suite #110

Career Source offers assistance with:

- GED exams

- Career and Technical Education Tuition

- Career placement

- Assist students with learning disabilities receive accommodations for their GED exams

- Students who qualify may also receive transportation and tuition for Career and Technical Education

COLLIER ADULT EDUCATION

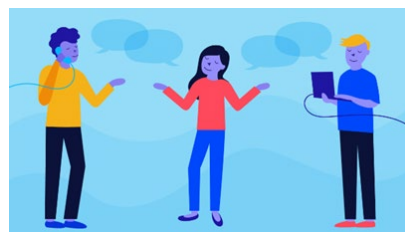## What you can expect from us

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What we EXPECT of you

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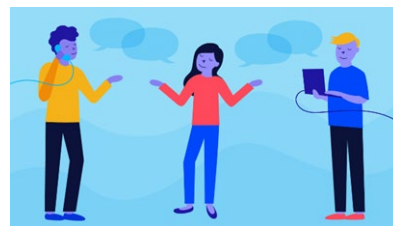
We Win when You Win

Funding
State Requirements
Evaluation
Participation
Post Testing

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What is the end goal?

How can I get to the next level?

How long does it take for me to earn my GED?

How do I know when I am ready to take the GED test?

What if I have questions unrelated to the classes and need additional help?

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Next Steps

- FOCUS Portal to select a testing date
- Be punctual for your test
- Bring a photo ID or passport
- $30 to finalize registration (Cash or Card)
- $10 student ID badge (daytime students)
- Confirm preferred schedule (In-Person or Online)
- Testing is offered at LWTC (daytime/evening)
- Testing also at GGHS, BCHS, and LHS (evenings only)

COLLIER ADULT EDUCATION
Contacts

Lourdes Ochoa, Adult Education Advisor, 377-1013, ochoalo@collierschools.com

Lazaro Hernandez, Program Specialist, 377-0975, hernanla@collierschools.com

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Libney Aguilar, Adult Education Secretary, 377-1319, aguill@collierschools.com

Vanessa Alvarez, Online Programs, 377-2083, alvareva@collierschools.com

Leah Burnett, Online Structured Coordinator, burnel1@collierschools.com

Jenny Landgraf, Online Flexible Coordinator, landgj@collierschools.com

Broward County

Atlantic Technical College:

In-person ESOL Orientation

Orientation

➢ Determine your purpose and goals of the orientation.

❖ We are working hard to create more equitable opportunities for students to go further, and go faster through their educational pathways, leading to generational economic stability and job mobility.

⭐ Initiate the conditions that lead to program retention and student persistence to realize the above.

Orientation

1. Disseminate Information (Acclimate Students)
   a) Class Structure
   b) Class Schedule
   c) Entry and Progress Testing
   d) Program Costs
   e) Registration Options
   f) Rules
   g) Distribute ID Badges
   h) Issue Parking Decals
   i) Conduct Technology Training and Distribute Passwords

Orientation
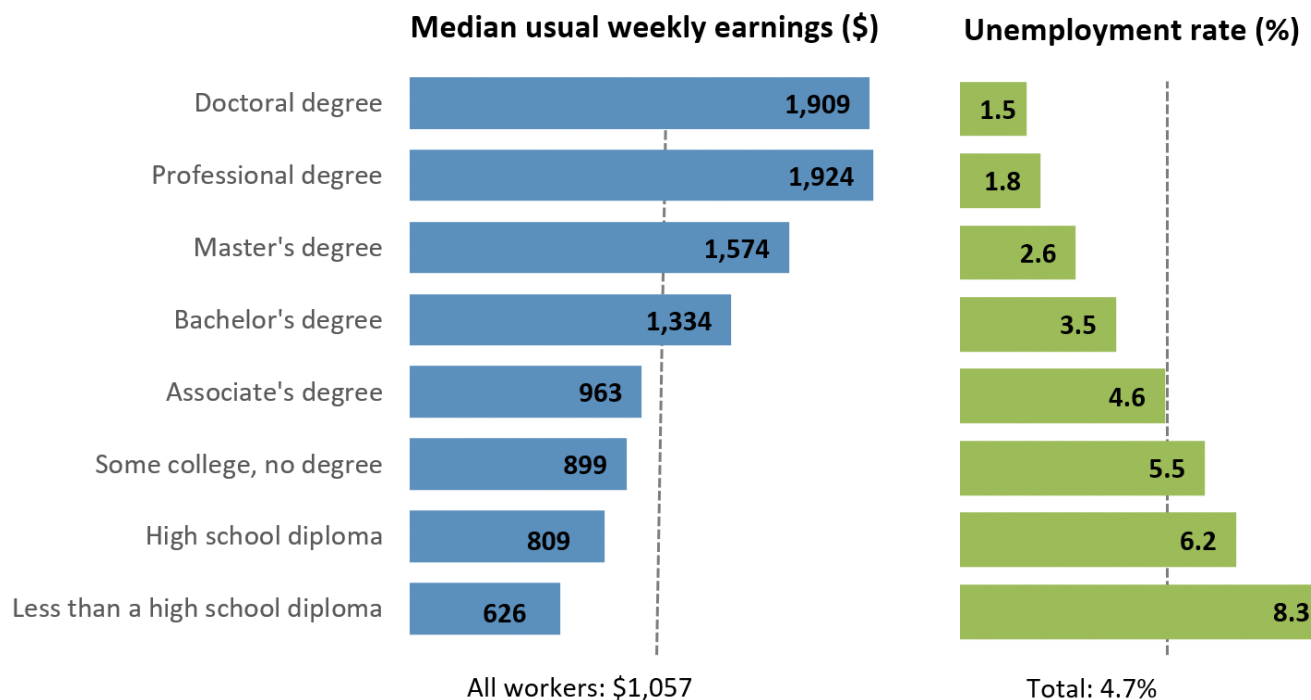
1. Disseminate Information
   a) Acclimate Students

2. Plant the Seeds of Opportunity
   a) The real reason they came to the program.
   b) Discussion of next steps.
   c) Career pathway options in the district available to all students.
      a) IET and IET Transition Programs
   d) Bigger picture of generational economic stability and job mobility.

Orientation

Conduct Cost-Benefit Analysis (Beder, 1991)

Earnings and unemployment rates by educational attainment, 2021

Median usual weekly earnings ($)

Education	Earnings
Doctoral degree	1,909
Professional degree	1,924
Master's degree	1,574
Bachelor's degree	1,334
Associate's degree	963
Some college, no degree	899
High school diploma	809
Less than a high school diploma	626

All workers: $1,057

Unemployment rate (%)

Education	Unemployment rate
Doctoral degree	1.5
Professional degree	1.8
Master's degree	2.6
Bachelor's degree	3.5
Associate's degree	4.6
Some college, no degree	5.5
High school diploma	6.2
Less than a high school diploma	8.3

Total: 4.7%

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.

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Orientation

1. Disseminate Information
   a) AGE Operations

2. Plant the Seeds of Opportunity

3. Gather Data for Program Development and Program Improvement

Orientation

Data Collection

1. Student Goal-Setting and Matching Programming with Students Goals and Needs (Quigley, 2000)

2. Focus and Internal Shared Spreadsheets
   a) Student Aptitude and Interest
   b) Identify Program (or Career Cluster of Interest)
   c) Establish Educational Plan
   d) Align Classroom Instruction to Individual Goals (Cuban, 2003)

Orientation

Qualitative Data

Collection

3. Student Survey

w/QR Code

Orientation

Quantitative Data

5. Percent of Students that Withdraw before Post-Test Eligibility

6. Percent of Students that Earn a Measurable Skills Gain

7. Percent of Students that Transition to a Postsecondary Program

Orientation

1. Disseminate Information
   a) AGE Operations

2. Plant the Seeds of Opportunity

3. Gather Data for Program Development and Program improvement

4. Begin to Mitigate Potential Barriers

Orientation

Begin to Mitigate Potential Barriers

1. Florida Residency Conversation

2. Declaration of Domicile
   a) Tier 2 Proof of Residency

3. Balancing AGE flexibility with urgency, and preparation for success in postsecondary programs

Orientation

1. Disseminate Information
   a) AGE Operations

2. Plant the Seeds of Opportunity

3. Gather Data for Program Development and Program improvement

4. Begin to Mitigate Potential Barriers

5. Build Strong Relationships

Orientation

Build Strong Relationships

1. Students Establishing Strong Connections w/Any Staff Member in First Three Weeks Leads to Student Persistence (Comings, 2009)

* We know many of our students avoid the office for a variety of reasons.

Orientation

Build Strong Relationships

2. Orientation Includes In-Person Introductions

a) Career Navigator

b) Department Chair

c) Registrar

d) Tester

e) Administrative Assistants

f) Security

g) Facilities

Orientation

Build Strong Relationships

3. Orientation Includes Video Teacher Introductions

a) Establishes more familiar faces, including their assigned teacher, and future teachers.

b) Allows students to enter class on the same day, even for open enrollment programs. This reduction of demand on teachers allows more warm, welcoming new student class entrance.

Final Thoughts:
Goals of Adult Education Student Orientation

- Increase **access** to Adult Ed Programs
- Increase sense of belonging -> **engagement and retention**
- Preview opportunities and encourage students to think beyond GED or ESOL classes **(transitions)**
- Collect important data for reporting purposes and future program development **(IET)**

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- Tighe, W. L. (2008). The impact of participation in a Virginia community college orientation program course on student engagement, satisfaction, academic achievement, and retention (Doctoral dissertation). Available from ProQuest Dissertation and Thesis.

- Wild, L., & Ebbers, L. (2002). Rethinking student retention in community colleges. *Community College Journal of Research and Practices, 26(6), 305-519.* http://dx.doi.org/10.1080/02776770290041864

Questions?

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