Welcome!

You will be muted upon entry. Thank you!

Active and Applied Learning
A Guided Pathways Webinar

In the chat please share your name, institution and role.

CLP | Career Ladders Project

Active and Applied Learning: A Guided Pathways Webinar

Thursday, December 16
10 a.m. - 11:30 a.m.

CLP | Career Ladders Project

CLP Team

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Executive Director

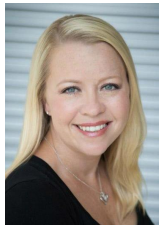
Sherry Shojaei
Director

Cristina Sandoval
Senior Program Associate

CLP | Career Ladders Project

Active and Applied Webinar Presenters

Meghan Basgall
Career Education Counselor



Jenny Hughes
Director of K-12 Partnerships

MSJC
Mt. San Jacinto College

Matthew Morin
Assistant Dean of Intersegmental Partnerships

Shannon Jessen
SLO Chair, Outcomes a
Assessment Committee

Laura Picklesimer
Assistant Professor,
English

Chaffey College

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How to ask questions during the webinar

Use the chat function on zoom to type your question.

- **If you have a question for a panelist** indicate the college before your question. ex: *Mt. San Jacinto How do you….?*
- **If you have a general question** regarding the topic use the following notation: *GENERAL What are colleges....?*
- **If you have a tech issue** use the following notation: "*TECH I can't hear.*"

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Fostering Relevancy, Career Connections, & Skill Articulation

A Counseling Driven Approach

Meghan Curley Basgall & Jenny Hughes

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Presentation Overview

Fostering Relevancy, Career Connections, & Skill Articulation

- Defining employability at MSJC: MSJC Career Readiness Skills
- Integrating career into Counseling
- Promoting student self-discovery and experience
- Next Steps: Creating relevancy throughout the student journey

Defining Employability

MSJC Career Readiness Skills

Skills Articulation Gap

Transformative Approach

- Classes and programs have embedded employability skills
- Responsibility of academia to help make connections between experience and skills
- Students given opportunity to connect skills to industry-specific personal experiences
- Includes reflection, connection to career, and articulation
- Strengths-based approach

MSJC Career Readiness Badges

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Guiding Principles

- **Create a Common Language** - create a core group of employability skills applicable to all
- **Measurable Learning Outcomes** - applicable to any setting and discipline
- **Universal Application-** recognize differences across disciplines
- **Flexible Structure**- learning activity and assessment variations
- **Student-centered**- connect to personal experiences
- **Career Focused** - create meaning by providing context and relevancy to industry
- **Gamification** - instant reward for completion

Apprenticeship Program

CANVAS COMMUNITY

Preparing students for success in the workforce

- Canvas creates space for reflection and articulation.
- Counseling sessions along with employer and faculty partnerships build a culture where Career Readiness Skills are valued
- Discussion around real-world scenarios
- Articulation demonstrated by answering interview questions with STAR method
- Career Readiness Skills included in resumes

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Preparing for the Interview

Instructions

You are in an interview situation. Review the following interview questions. **Choose one question** and write an answer based on your understanding and experience. Answer the question using the S.T.A.R. technique. Be sure to demonstrate your understanding of what flexibility and mindset looks like on the job, and provide an example from previous work or school settings. Upload a document or audio recording (Canvas Studio is one option) of your answer to an Adaptability question.

Frequently asked job interview questions about adaptability

- Tell me about the biggest challenges you faced when starting a new job.
- Describe a situation in which you were assigned new tasks. How did you adapt to this situation?
- Tell me about a time you had to learn how to use a new system or software at work. How did you approach this, and how long did it take for you to fully understand its features?
- How do you adjust to changing situations that you have no control over?
- Tell me about a time you had to do something you had never done before. How did you approach this situation, and what did you learn?
- Let's say you're working on a project for some time when the manager suddenly informs you that the client's

Criteria	Ratings			Pts
Completion	**20 pts** **You're Hired! (Exceeds expectations)** A. Student answered all questions. B. Answers include relevant details and/or examples. C. Student makes deep, reflective connections between behavioral questions and past experiences.	**10 pts** **We're Considering You. (Meets expectations)** A. Student answered all questions. B. All answers include some details and/or examples. C. Student makes basic connections between behavioral questions and past experiences.	**0 pts** **We Might've Hired You, But . . . (Does Not Meet)** A. Student has not answered or partially answered the questions. B. Answers do not include enough details and/or examples. C. Student makes no or few connections between behavioral questions and past experiences.	20 pts
Writing Style	**20 pts** **You're Hired! (Exceeds expectations)** A. Writing contains few or no grammatical errors. B. Writing is easy to understand.	**10 pts** **We're Considering You. (Meets expectations)** A, Writing contains some minor grammatical errors. B. Writing is easy to understand.	**0 pts** **We Might've Hired You, But . . . (Does Not Meet)** A. Writing contains many grammatical errors. B. Writing is extremely difficult to understand.	20 pts
Career Focus	**20 pts** **You're Hired! (Exceeds expectations)** A. Student writes thoughtful and insightful answers to all parts of STAR. B. Student includes connection between STAR and position interviewing for.	**10 pts** **We're Considering You. (Meets expectations)** A. Student makes attempt to complete all parts of STAR. B. Student makes attempt to connect STAR to position interviewing for.	**0 pts** **We Might've Hired You, But . . . (Does Not Meet)** A. Student makes no or few attempts to complete all parts of STAR. B. Student makes no attempt to connect STAR to position interviewing for.	20 pts

Interview Question Rubric

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Integrating Career into Counseling

Professional Development for ALL Counselors

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Counselor Training

Counseling Assessments

Myers-Briggs Type Indicator, Strong Interest Inventory, Clifton Strengths, value sorts

Employment & Student Success Data

Reviewed student success data in terms of career and wages by program and pathway in terms of ethnicity and gender

Counseling Career Theory

Grounding in Krumboltz's Happenstance Theory, Career Decision Making and Transformational Counseling paradigm and practices

Holistic, Comprehensive Approach

MSJC compass for students, combining strengths, motivating skills, values, and personality

Future- Adaptive

Career Development

In John Krumboltz's words, planned happenstance is about being willing "to take actions to open up opportunities even when you don't know the outcomes, to take advantage of chance events, to keep your options open, and to make the most of what life offers."

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Nurturing Student Development

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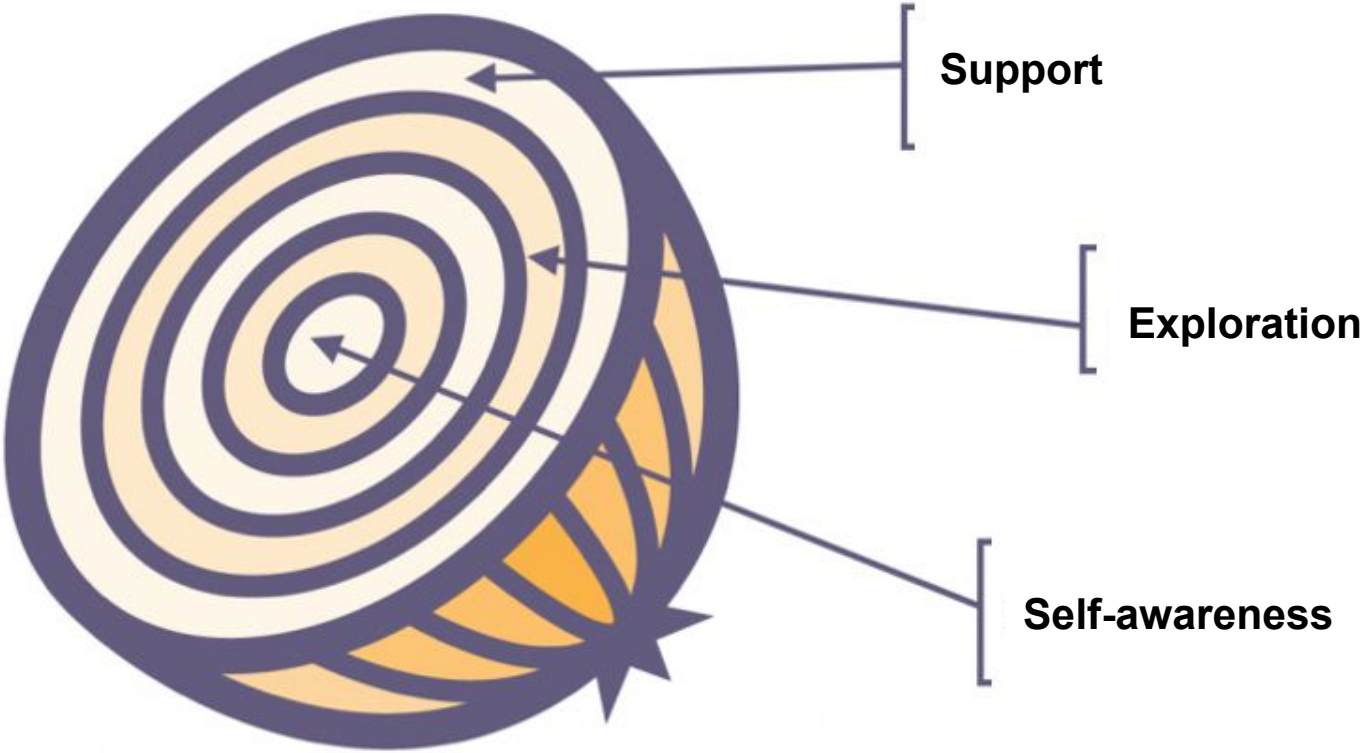

Promoting Student Discovery & Experience

Creating a Compass for Students

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FOUR PILLARS OF THE STUDENT COMPASS

Strengths - A person's natural inherited talents (not skills)
Values - What a person deems most important
Skills - Competencies developed through experience
How I'm Wired - Personality-based interests

HOW THE FOUR PILLARS CONNECT

Strengths: HOW we work
Values: WHY we work
Skills: WHAT we work on
Personality: WHO we are

HOW

- Our PRIORITIES
- We prioritize RELATIONSHIPS, INFLUENCING OTHERS to act, getting RESULTS and/or THINKING

WHY

- Our VALUES
- HOW we work filters through our VALUES
- Example: We will INFLUENCE others (how) to MAKE A DIFFERENCE (value).

PRIORITIES expressed through VALUES

WHO

- Our PERSONALITY
- Our personality shapes our INTERESTS which stems from our personality preference

WHAT

- WHAT we spend time doing
- These are SKILLS employed

INTERESTS expressed through SKILLS

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CREATING A COMPASS FOR STUDENTS

The career counseling profile is a holistic self-discovery tool that reveals the **four pillars of career satisfaction** (strengths, values, preferred skills, and interests) to reveal **what you do best that others need most.**

Comprehensive Resource for the Student Journey

Creating one tool for all students, understood by all counselors to support students in their journey.

0-15 units
Onboarding
Self-awareness

16-30 units
Skill development
Experience

31-60 units
Career transition
Transfer transition

Other
Job Search
Career transitions

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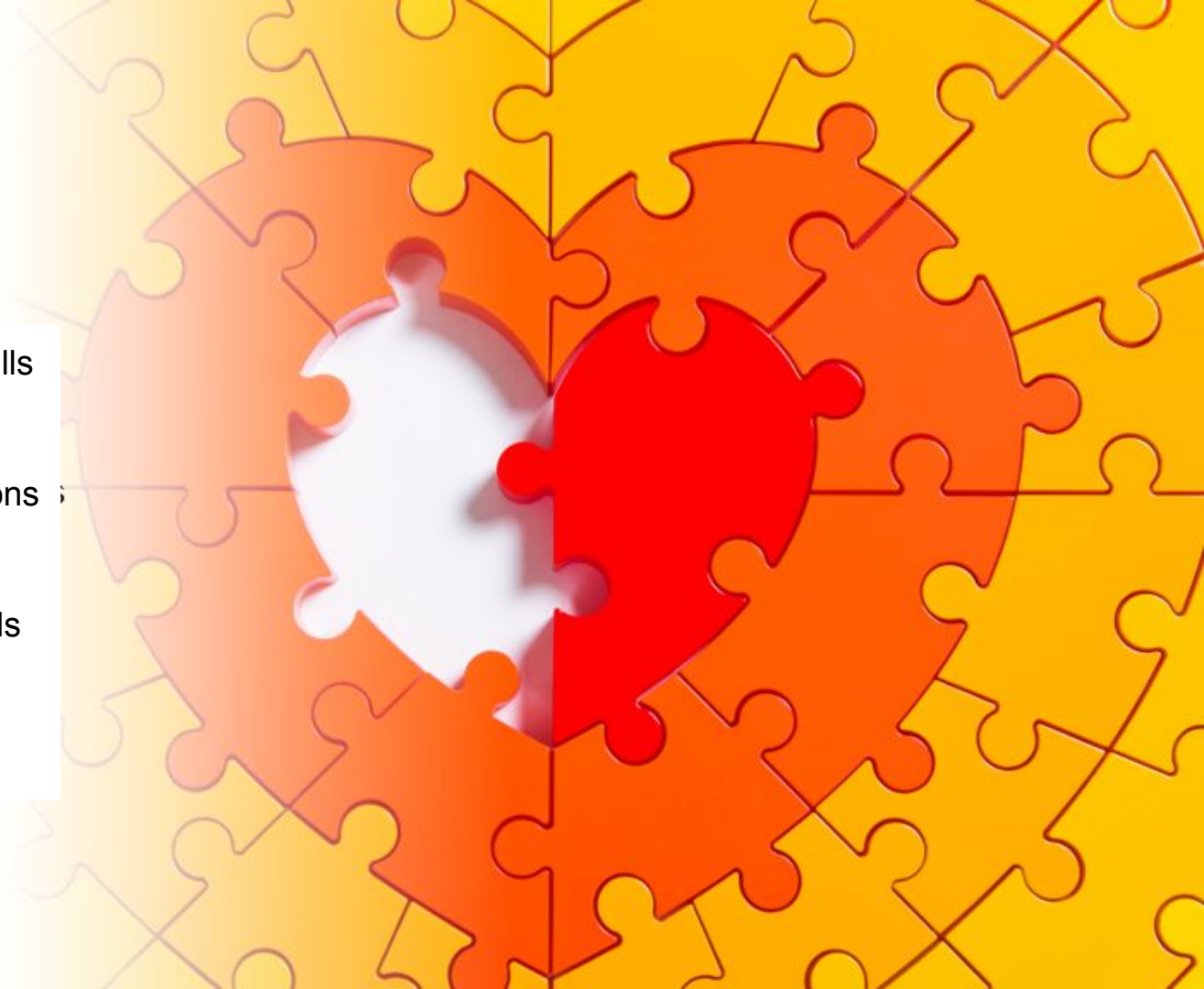
NEXT STEPS
Creating Relevancy throughout the Student Journey

Articulation, Classroom/Career Connection

- MSJC Career Readiness Skills
- Digital Badging
- Counseling & Liaison Relations
- MSJC Pathways
- Student Self-Awareness Tools
- Career Services
- Classroom Instruction



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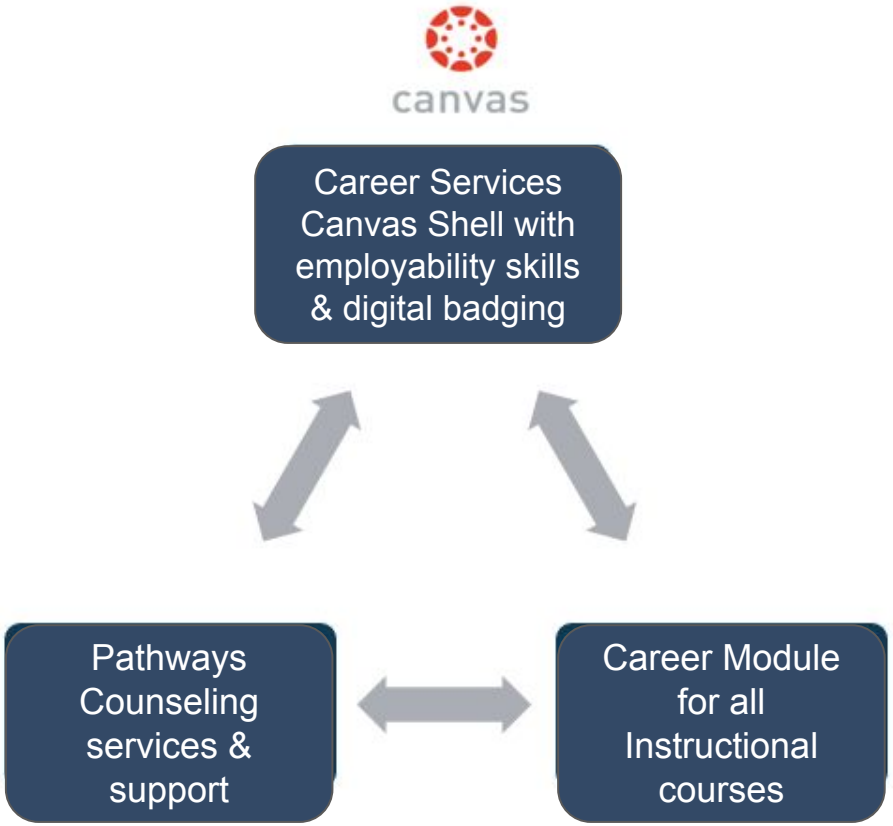
Spring 2022

1.Designing Career Services canvas shell using online instructional pedagogy to incorporate the employability curriculum and digital badging.
2. Creating a career and counseling services Canvas module template for all instructional programs for use in courses which is unique to the program and connected to Pathways counselors and Career Services resources.
3. Pathways counseling to promote Career Services depending on stage of student development using the career self-awareness tool throughout students' journeys and skill development.
4. Continue liaison partnership between counseling and disciplines to create chance opportunities for students to develop/apply skills, see the connection between career and the classroom, and explore "chance" career events.



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Fostering Relevancy, Career Connections, & Skill Articulation

Meghan Curley Basgall & Jenny Hughes

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Write your questions in the chat box and we will read them aloud

Questions?

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Direct Assessment and Digital Certification of Academic and Employability Skills Across the Curriculum

Matthew Morin, Assistant Dean of Intersegmental Partnerships
Laura Picklesimer, Outcomes and Assessment Co-Facilitator and English Faculty
Shannon Jessen, Outcomes and Assessment Coordinator and Biology Faculty

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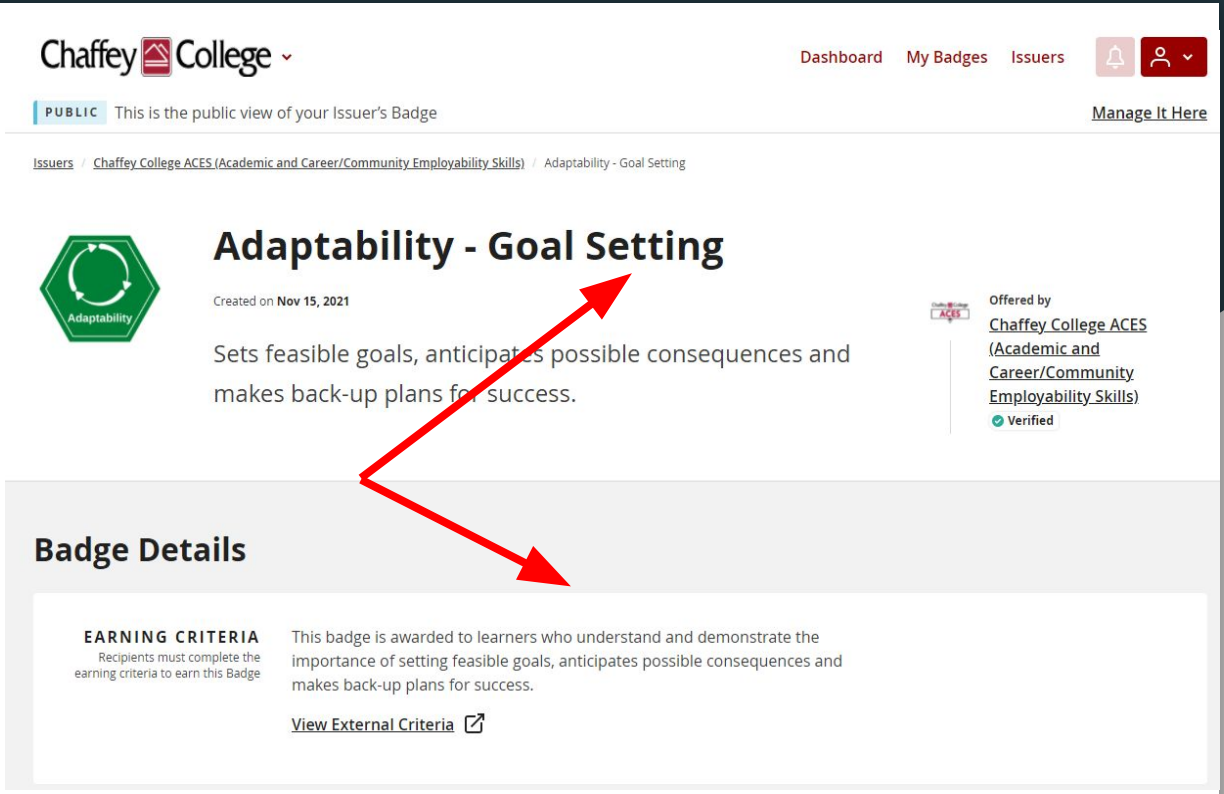
IMAGINE A STATISTICALLY REPRESENTATIVE STUDENT

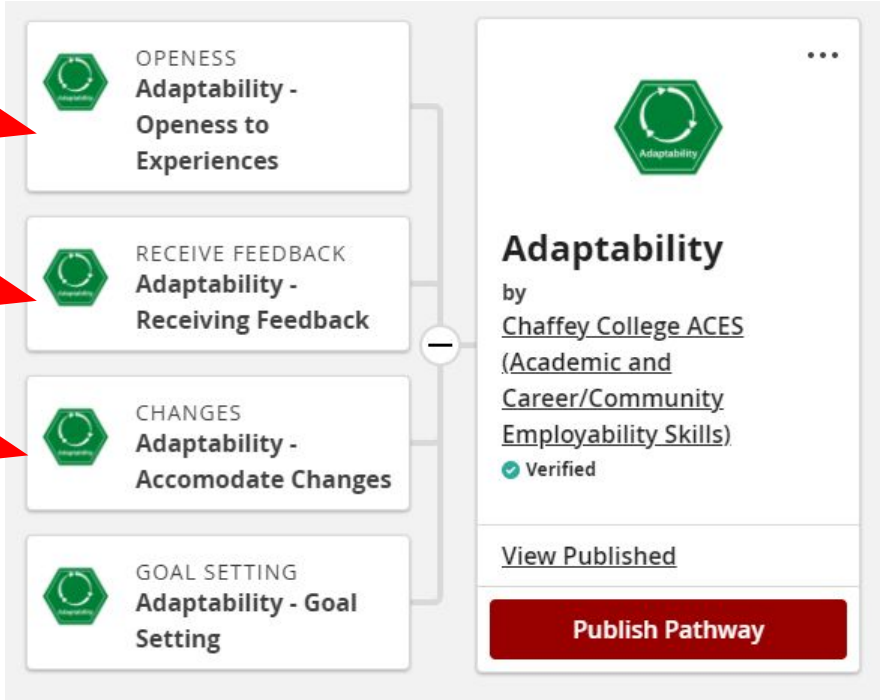
- 1ST TIME COLLEGE STUDENT ENROLLED PART-TIME
- WORKING TWO PART-TIME JOBS
- MAJORING IN INTERDISCIPLINARY OR UNIVERSITY STUDIES
- ENROLLED IN ENGLISH COMPOSITION, INTRO TO SOCIOLOGY, AND CAREER EXPLORATION

After the first semester, you receive a text message…

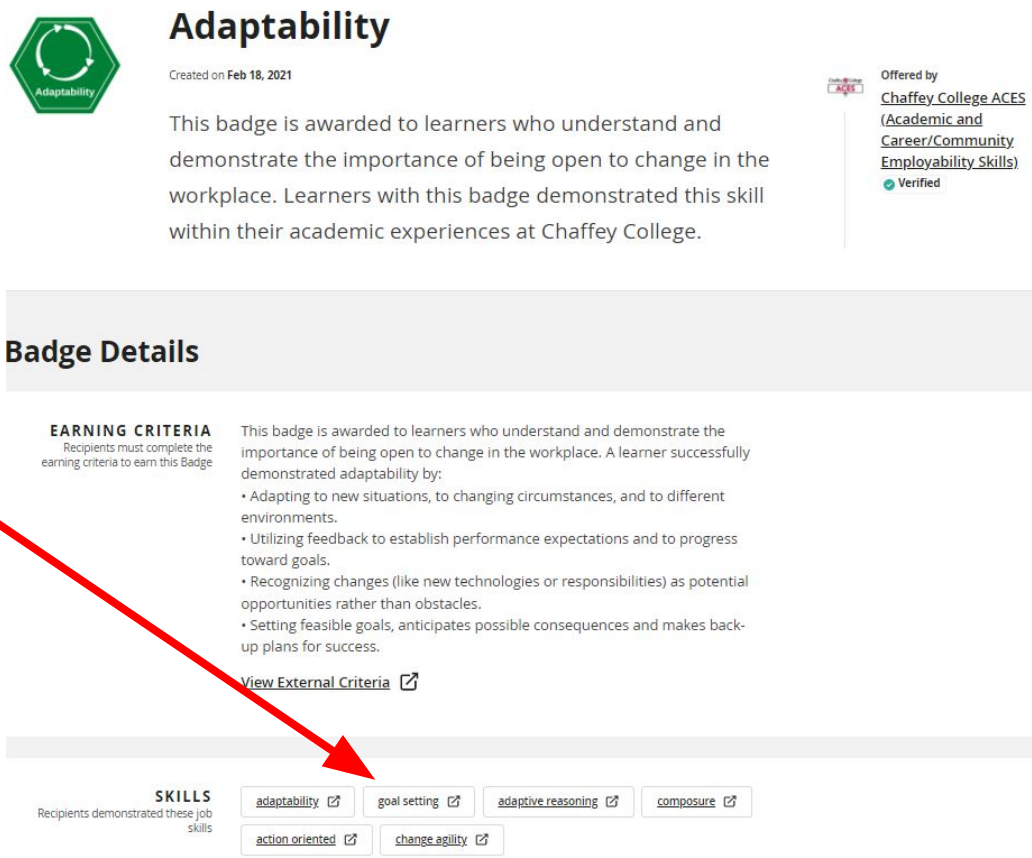
“Congratulations! You’ve earned one token on a path to an employability skill certification.”



...After a full academic year, you earn three more tokens and a digital skill certification in “Adaptability.”



You click on a hyperlink for the sub-skill “goal setting”, for which you earned a token during the first semester.



You see current job posting trends that demonstrate the frequency with which “goal setting” is included as a desirable skill by employers.

Job Postings Data

Top Job Titles

Title	6-Month Postings
Automotive Detailers	24,996
Department Managers	7,914
Registered Nurses	4,711
Store Managers	2,958
Inventory Supervisors	2,218

Top Companies Posting

Company	6-Month Postings
Enterprise Rent-A-Car	26,809
McDonald's	8,947
DaVita	6,613
WIS International	2,061
Mondelez International	2,022

Job Postings Trend

You can drill down to those job postings to see the skill you earned represented in jobs for which you can apply.

Live Job Postings

Auto Parts Store Manager (Bumper To Bumper) Store #164 Baton Rouge, LA
Replacement Parts
Baton Rouge, LA
5 days ago

HR Business Partner- Digital and Technology
Yum! Brands
Plano, TX
5 days ago

Texas Success Initiative (TSI) Interventionist
Austin, TX
5 days ago

HR Business Partner- Digital and Technology

Yum! Brands

Plano, TX | Permanent | Full-time

1 month ago

Job Description:

Yum is seeking a highly organized, detail-oriented and high-energy Human Resources Business Partner (HRBP).

The HRBP will be responsible for leading HR activity for our growing technology team while contributing to the global HR agenda as part of the Yum! Digital & Technology HR team. Responsibilities will include human resources generalist work, talent acquisition, talent management and ultimately ensuring organizational effectiveness across the organization. This critical investment is being made to support our new and growing digital & technology teams.

The ideal candidate will be passionate about the opportunity to build people & organizational capability, lead transformational change, and oversee employee engagement. This manager will also create a team culture that inspires everyone to be their best and deliver their best for Yum! Brands.

Key Responsibilities:

Apply Now

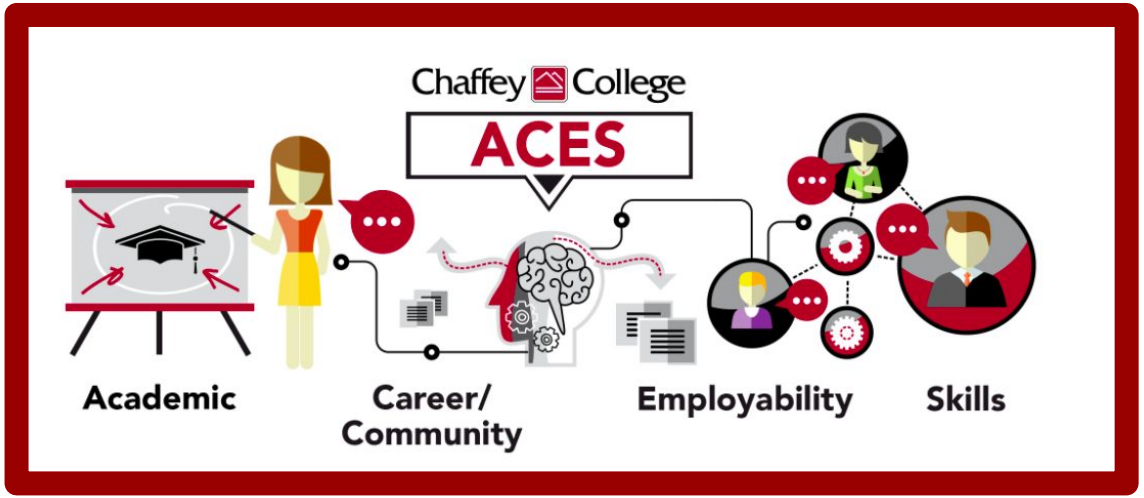
1. Partner with technology leadership to design and build a world-class digital and technology organization with the capability and capacity to keep pace with

Transcripts VS. Digital Certifications of Employability Skills

-Memorialize failure and success	-Memorialize success
-Owned by the institution and accessible for a fee	-Issued by the institution but owned by the student, freely shared, and blockchain encrypted to ensure credibility
-Data tracks only course completions	-Earned after a demonstration of competency
-Fixed and static format	-Dynamic and responsive to the online environment
-Valued only after completion of a degree	-Holds inherent value in what it articulates because it gives relevance to learning attained at every increment and across your academic journey.

New World of Work

+



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ACES

Academic | Career/ Community | Employability | Skills

ADAPTABILITY
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ANALYSIS/SOLUTION MINDSET
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COLLABORATION
Chaffey College

COMMUNICATION
Chaffey College

DIGITAL FLUENCY
Chaffey College

EMPATHY
Chaffey College

ENTREPRENEURIAL MINDSET
Chaffey College

RESILIENCE
Chaffey College

SELF-AWARENESS
Chaffey College

SOCIAL/DIVERSITY AWARENESS
Chaffey College

4 Learning Outcomes per ACES Skill

Learning Outcomes

- Adapts to new situations, to changing circumstances, and to different environments.
- Utilizes feedback to establish performance expectations and to progress toward goals.
- Recognizes changes (like new technologies or responsibilities) as potential opportunities rather than obstacles.
- Sets feasible goals, anticipates possible consequences and makes back-up plans for success.

ADAPTABILITY
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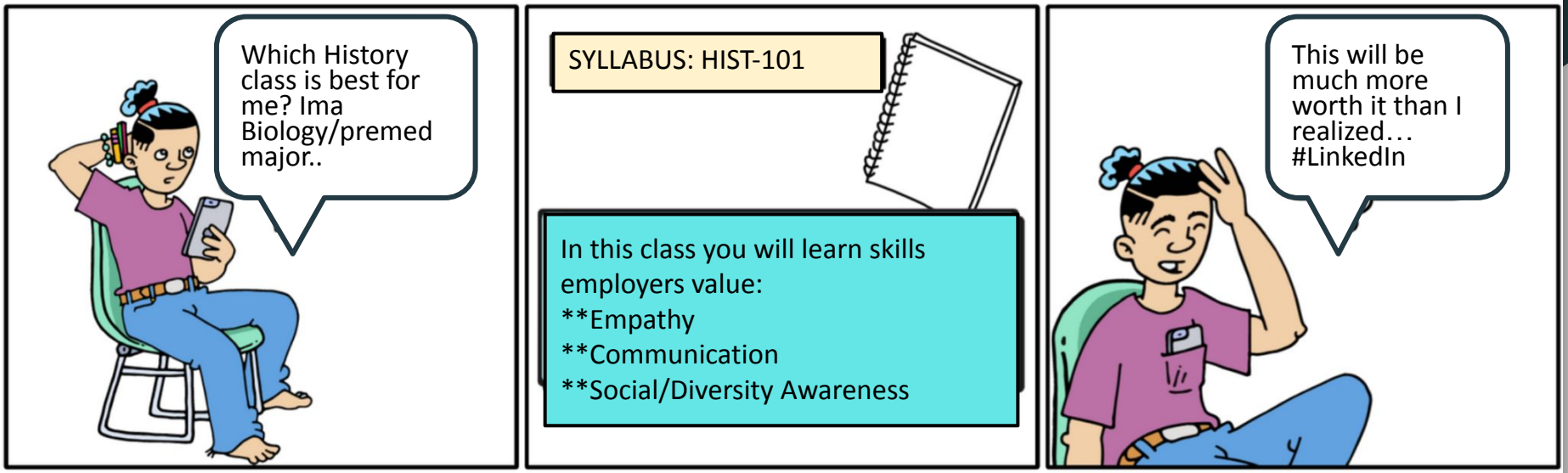
A Student Perspective



This comic was created at www.MakeBeliefsComix.com. Go there and make one now!

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Introducing ACES to Students on Canvas

ACES Learning Outcomes: Academic, Career/Community, & Employability Skills

In addition to learning academic content, many assignments and assessments in this course will provide opportunities for students to demonstrate skills that are valued by employers and future educational programs. Sometimes called "real-world skills," or "21st century skills," at Chaffey they are called ACES. Learn more about Academic, Career/Community & Employability Skills (ACES).

Rubrics for select assignments in this course will have graded criteria, along with other criteria (ACES learning outcomes) that are assessed independently of the grade/points earned. Demonstrating achievement or mastery of these outcomes enables students to showcase these skills, beyond simply earning grades, and to potentially earn Digital Badges. More information about ACES outcomes and badging is available in the Getting Started/Week 1 Module in Canvas.

Assignments that include ACES outcomes will be indicated by this seedling icon This course will include assessment of learning outcomes for the following ACES Skills:

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Getting Started Module (Week 1)

- Start Here: The Syllabus and Keys for Success
- Update Your Canvas Profile
  Jan 11, 2022 | 2 pts
- Rules for Online Etiquette
- Beyond Grades: Academic, Career/Community, & Employability Skills in College Courses
- Biology 1 Lab Kit Checklist
  Jan 15 | 5 pts
- Student Survey
  Jan 11, 2022 | 5 pts

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Sample Assignment: Biology

COVID-19 Vaccines: Myth vs. Reality
Not available until Jan 17 at 12:00am | **Due** Jan 31, 2022 at 11:59pm | -/35 pts

Learning Outcomes

- Demonstrate the ability to comprehend current events related to biology.
- Communicate biological concepts/theories and convincingly defend them with evidence.
- Seedling symbol denotes an opportunity to earn credit toward the following skills:
  - **Communication: Content Development,** Uses appropriate and compelling content to convey a message that is easy for the listeners, audience, or readers to understand
  - **Digital Fluency: Information Credibility,** Evaluates the credibility of online information sources, assessing information for potential biases or inaccuracies.

Support/Resources

- Uploading files: How to upload a file as an assignment submission
- Assistance with the library tool for evaluating websites:
  - Meet with Librarians via Cranium Cafe
  - 24/7 Library Chat, available via the Library Homepage
- Learn about Academic, Career/Community, & Employability Skills in this course

Evaluate credibility of multiple websites

Present information about vaccines to an audience of your choice

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Sample ACES Rubric: Biology

Presentation Student presents information on COVID-19 vaccine myths and reality (fact).	**15 to >13.0 pts** **Mastering** Presentation contains factually correct information, clearly addresses myths and facts regarding the COVID-19 vaccine, and is well organized. Presenter implemented creative ways to make the presentation appealing and relevant to a specific audience.	**13 to >12.0 pts** **Achieving** Presentation contains factually correct information, clearly addresses myths and facts regarding the COVID-19 vaccine, and is well organized.	**12 to >10.0 pts** **Developing** Presentation contains factually correct information, but the information presented lacks organization or clarity.	**10 to >0 pts** **Emerging** Presentation contains factually incorrect information and lacks clarity and organization.	15 pts
Content Development Uses appropriate and compelling content to convey a message that is easy for the listeners, audience, or readers to understand. threshold: 3.0 pts	**4 pts** **Mastering**	**3 pts** **Achieving**	**2 pts** **Developing**	**1 pts** **Emerging**	--

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Sample Assignment: English

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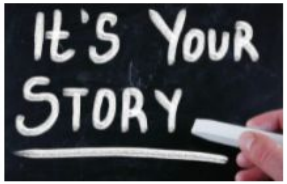
Educational Autobiography

50 points



Purpose

With this essay assignment, you will have the opportunity to reflect on your past and present by writin an essay that narrates your own educational journey thus far and sets goals for the future.

What Is an Educational Autobiography?

An educational autobiography provides a brief narrative of your most influential experiences, both insic and outside of the classroom, that have related to your education, development and growth as a schola These experiences can include both achievements and setbacks. This essay will have you examine your own experiences as a learner, particularly in the last year.

Writing Prompt

In this essay, I will get a chance to know who you are as a person and a writer. I want to know specifica how your educational experiences have contributed to the student you are today. Tell me the story of y educational history – both the good and the bad – and how you have grown and adapted from these experiences.

✓ Essay Checklist:

Please organize your essay to include the following:

- An **introduction** that sets up the main educational experiences you've chosen to write about. We'll talk about how to write an opening hook.
- A **thesis** (your central idea) or your overall view of yourself as a learner at this point in time. For this assignment, your thesis might be more personalized and creative.
- A **body** made up of multiple paragraphs that explore the specifics of your educational experiences.
- A **conclusion** that restates the main points about your narrative and discusses your educational plans for this semester and/or the future.

✳ This assignment can count toward earning your Adaptability Badge! You'll achieve the following learning outcomes:

- **Accommodates Change:** Recognizes changes (like new technologies or responsibilities) as potential opportunities rather than obstacles.
- **Goal Setting:** Sets feasible goals, anticipates possible consequences and makes back-up plans for success.
- **Openness to New Experiences:** Adapts to new situations, to changing circumstances, and to different environments.

Sample ACES Rubric: English

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Formatting and Length Paper meets the length requirement: 750-1,000 words or 3-4 pages and 6+ paragraphs. The essay follows MLA formatting with appropriate spacing, font, headings, page numbers, and in-text citations.	10 to >8.5 pts Exceeding Mastery	8.5 to >7.5 pts Mastering	7.5 to >6.0 pts Achieving	6 to >5.0 pts Developing	5 to >0.0 pts Emerging	0 pts Missing	10 pts
Accomodates Changes Recognizes changes (like new technologies or responsibilities) as potential opportunities rather than obstacles. threshold: 3.0 pts	4 pts Mastering	3 pts Achieving	2 pts Developing	1 pts Emerging			--
Goal Setting Sets feasible goals, anticipates possible consequences and makes back-up plans for success. threshold: 3.0 pts	4 pts Mastering	3 pts Achieving	2 pts Developing	1 pts Emerging			--
Openness to New Experiences Adapts to new situations, to changing circumstances, and to different environments. threshold: 3.0 pts	4 pts Mastering	3 pts Achieving	2 pts Developing	1 pts Emerging			--
							Total Points: 50

Benefits for Students

Reframes coursework to intentionally identify skills students build for their careers, future academic work, and participating in their global community.

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Benefits for Faculty

Streamlines assessment of learning outcomes and data management; improves student engagement

- Integrates assessment of learning outcomes with existing curriculum
- Eliminates inefficiencies in data reporting & collection
- Leverages discipline expertise to connect course work to students' future careers
- Facilitates cross-disciplinary faculty discourse

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Benefits for Employers, Future Programs of Study and Larger Community

- Certification of highly valued skills for competitive programs of study, internships, and employment
- Improves relationship with regional employers/industry professionals
- Students are better prepared for their careers, future academic work, and participating in their global community

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Data Stories

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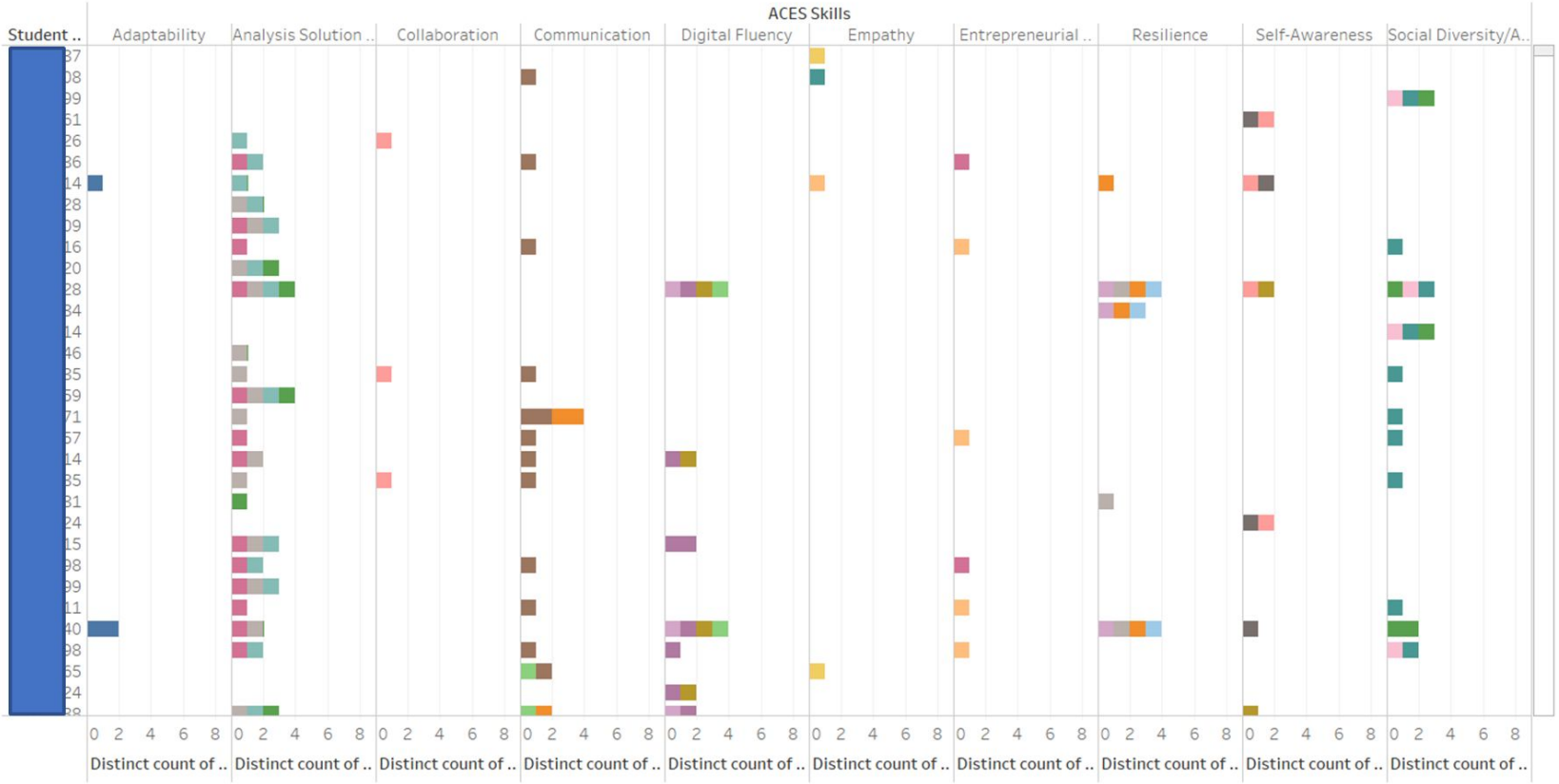
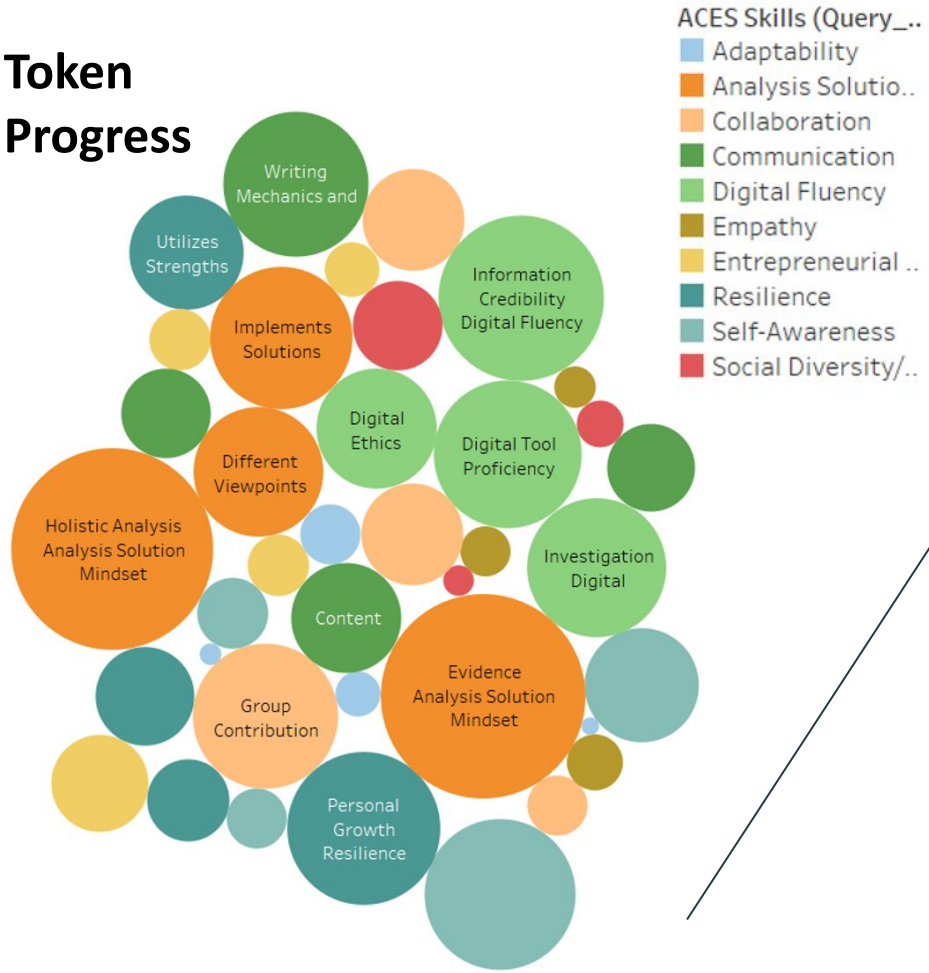
Individual Student | All Student Progress | Token Progress | Badge Progress | Earned Tokens and Badges | FA21 Student Progressing By C..



Token Progress



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Badge Progress

Data Stories

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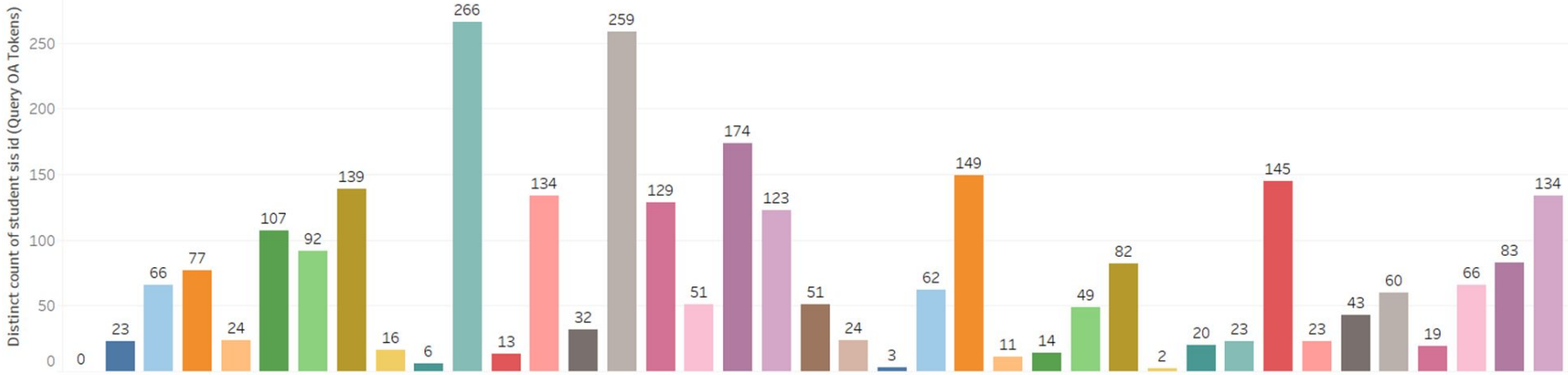
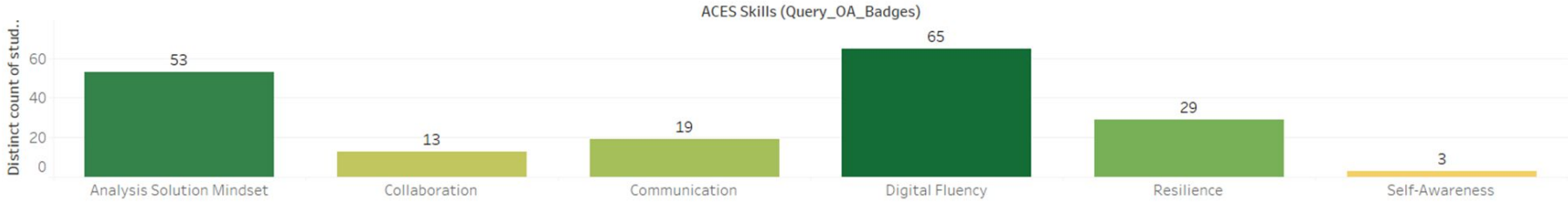
Individual Student | All Student Progress | Token Progress | Badge Progress | Earned Tokens and Badges | FA21 Student Progressing By C..

All_Students_Earned Token



All_Students_Earned Badges



ACES Skills	Course Sis Id	
Adaptability	ART-63-19536-2021/FA	19
	BIOL-1-18647-2021/FA	56
	BUS-61-20797-2021/FA	18
	COMSTD-4-19583-2021/FA	60
	GUID-2-20557-2021/FA	19
	GUID-3-20575-2021/FA	26
	GUID-3-20585-2021/FA	19
	GUID-3-20706-2021/FA	14
	GUID-3-20754-2021/FA	14
	GUID-507-20760-2021/FA	25
	GUID-507-20876-2021/FA	5
Analysis	ANTHRO-2-18869-2021/FA	39
Solution	AUTOTEC-422-20708-2021/FA	6
Mindset	BIOL-1-18647-2021/FA	77
	BUS-10-20771-2021/FA	106
	BUS-61-20797-2021/FA	14
	BUSL-10-20803-2021/FA	20
	BUSL-28A-20804-2021/FA	46
	BUSL-28A-20806-2021/FA	32
	BUSL-28A-20807-2021/FA	25
	BUSL-28A-20808-2021/FA	27
	BUSL-28B-20815-2021/FA	10
	BUSL-400-20817-2021/FA	10
	BUSL-403-20821-2021/FA	30
	BUSMGT-40-20826-2021/FA	21
	COMSTD-72-19655-2021/FA	24
	COMSTD-72-19674-2021/FA	15
	ENGL-1A-20118-2021/FA	22
	ENGL-1A-20119-2021/FA	21
	ENGL-1A-20120-2021/FA	24
	ENGL-1A-20121-2021/FA	16
	ENGL-1A-20170-2021/FA	8
	ENGL-1A-20194-2021/FA	16
	ENGL-1A-20221-2021/FA	10

Table 1. Student Demographic Characteristics of ACES Tokens Earned

	2020-21 to Current	
Race/Ethnicity	**N**	**%**
African American	104	4.0
Asian	194	7.6
Caucasian	497	19.5
Hispanic	1,634	64.3
Native American	s	s
Pacific Islander	s	s
Two or More Races	74	2.9
Age Range	**N**	**%**
19 or younger	1,685	66.3
20 to 24	352	13.8
25 to 29	269	10.5
30 to 34	105	4.1
35 to 39	69	2.7
40 to 49	54	2.1
50 or Older	s	s
Gender	**N**	**%**
Male	971	38.2
Female	1532	60.2
First Generation	**N**	**%**
First Generation	553	37.5
Non-First Generation	920	62.4
Economically Disadvantaged	**N**	**%**
Economically Disadvantaged	1,565	62.5
Not Economically Disadvantaged	937	37.4

*Complying with Family Educational Rights and Privacy Act (FERPA) guidelines, data were suppressed ("s") when ten (10) or fewer students were identified in the cohort or outcome.

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Table 2. Tokens Earned Student Demographic Characteristics by ACES

Race/Ethnicity	Adapt. %	Analy. %	Collab. %	Comm. %	Digit. %	Emp. %	Entre. %	Res. %	Self-Aw %	Soc. %
African American	s	4.4	6.9	3.7	3.1	s	s	3.7	s	s
Asian	s	6.8	9.4	6.4	9.9	0.0	s	7.7	8.0	s
Caucasian	s	20.8	21.8	14.3	20.5	s	15.8	20.1	19.6	20.9
Hispanic	80.0	62.1	59.6	71.9	62.5	84.8	66.3	63.0	67.6	62.6
Native American	0.0	s	s	0.0	s	0.0	0.0	0.0	0.0	0.0
Pacific Islander	0.0	s	0.0	0.0	0.0	0.0	0.0	s	0.0	0.0
Two or More Races	0.0	3.6	s	s	2.5	0.0	s	4.0	s	s

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Bringing ACES Assessment to Scale

Align ACES to ILOs

Build Canvas outcomes Tool

Connect skills to curriculum

- Workshops
- Outreach
- Program Review

Increase access to skill building

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Write your questions in the chat box and we will read them aloud

Questions?

Questions? Contact us!

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