

# Be(ing) Great in 8: Isothermal Community College's Transition to 8-Week Classes

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**Dr. Greg Thomas**

*Vice President of Academic and Student Affairs*

**Leeann Cline-Burris**

*Director of Institutional Effectiveness and  
Strategic Analytics*

**ISOTHERMAL**  
COMMUNITY COLLEGE

# Agenda

Isothermal by the Numbers

What is "Be Great in 8?"

Problems to Solve

Strategies to Implement

The Effects of "Be(ing) Great in 8"

What we learned

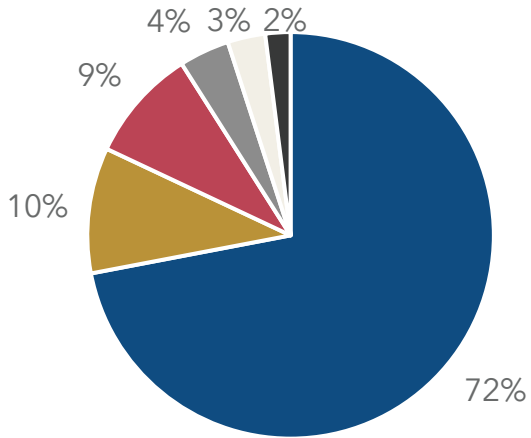
What we would do again

What we would do differently

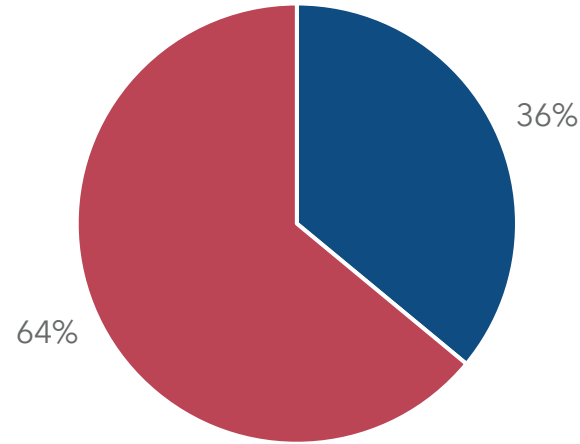
Our next steps



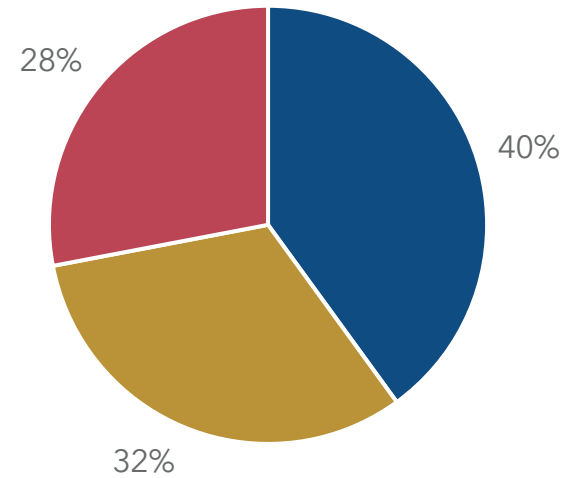
# Isothermal by the Numbers



- White
- Black or African American
- Hispanic or Latino
- Two or More
- Unknown
- Other



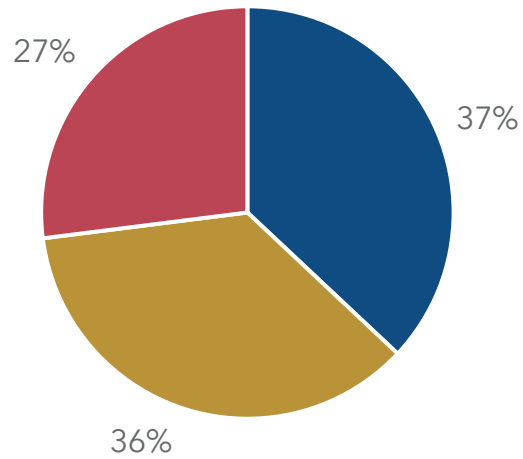
- Male
- Female



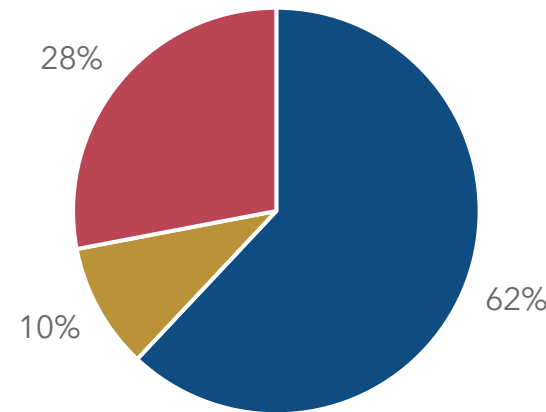
- Arts & Sci
- Applied Tech
- HPS

## Top 5 Programs:

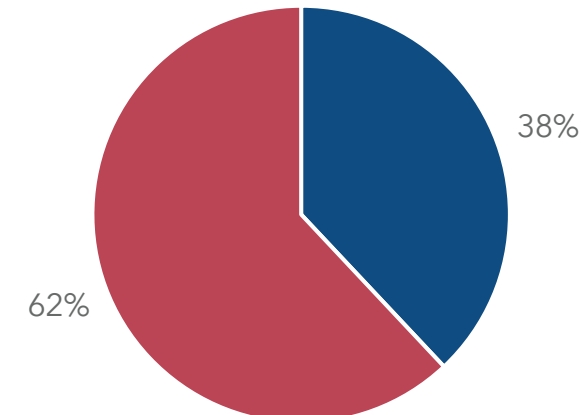
- Associate in Arts
- College Transfer Pathway
- Associate in Science
- Business Administration
- Associate Degree Nursing



- Under 18
- 18-24
- 25+



- Certificate
- Diploma
- Degree



- Full-Time
- Part-Time



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**What is  
"Be Great  
in 8?"**

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**What problem(s) were we trying to solve?**



# Problems:

- Needed to create more on- and off-ramps for our students.
- Needed to address equity gaps in retention, progression, and completion rates for specific demographics sections of our student body.
- Needed to reduce time to completion for our part-time students.

**What strategies did you implement?**



# Strategies:

- Shifting almost all our classes to an 8-week format
- Connecting to our strategic plan
- Creating an 8-week academy to address faculty concerns over preparedness for this change
- Formation of a Pulse Team to keep leadership aware of the thoughts and concerns of the campus to guide our progress.



# Isothermal's Strategic Plan

- **Provide a rich academic experience and a robust support system that meets students where they are to promote learning and success.**
  - Ensure a campus climate that is inclusive, promotes community, meets individual needs and **supports successful outcomes for all.**
  - Transform the **student experience** to enhance connection, entry, progress, completion, and job placement/transfer.
  - Support **faculty-driven innovation** in teaching and learning.

# 8-Week Course Academy Modules

## Module 1:

### Course Compression

- Challenges and benefits to shortened courses, accelerated terms
- Strategies for designing and facilitating a compressed course

## Module 2:

### Writing Course-Level Outcomes

- Importance of writing student learning outcomes
- Prioritizing outcomes for 8-week delivery

## Module 3:

### Prioritizing Learning Content

- Textbook chapters, instructional videos, articles/readings, and assignments
- Activity alignment with CLOs

## Module 4:

### Revising Course Content

- Determine relevance, engagement, and enrichment
- Importance of quality vs quantity

## Module 5:

### The Flipped Classroom

- Outline the flipped classroom model as a suggested strategy
- Develop a flipped classroom lesson plan

## Module 6:

### 8-Week Course Supporting Documents

- Curriculum map
- Course schedule
- Course syllabus

# 8-Week Course Academy Deliverable

## CURRICULUM MAP

Instructor:

Course: CIS 110 – Introduction to Computers

General Education Competencies: Technology Skills

Program Level Outcomes:

Module	CSLO	MSLO	Resources	Learning Activities & Assessments *Moodle Lesson Activity combines reformative assessments. For this curriculum lessons will be listed as formative assessments.
Introduction to Moodle	1. Demonstrate the ability to utilize technology and web-based tools.	1.1.1 Navigate Moodle to be successful in the course. 1.1.2 Utilize communication practices in class.	<ul style="list-style-type: none"> <li>• Navigating a Book</li> <li>• Navigating Files</li> <li>• Navigating Pages</li> <li>• Download and Save Documents</li> <li>• View Activity Feedback</li> <li>• View Your Grades in a Course</li> </ul>	<p><b>Formative Assessments:</b></p> <p><u>Lesson Activities:</u></p> <ul style="list-style-type: none"> <li>• Introduction to Moodle (CSLO 1, MSLO 1.1.1)</li> <li>• Tour of a Course in Moodle (CSLO 1, MSLO 1.1.1)</li> <li>• Navigating a Lesson (CSLO 1, MSLO 1.1.1)</li> <li>• Forums in Moodle (CSLO 1, MSLO 1.1.1)</li> <li>• Assignments in Moodle (CSLO 1, MSLO 1.1.1)</li> </ul> <hr/> <p><b>Summative Assessments:</b></p> <p>Final Project Part 1 – Forum post (CSLO 1, MSLO 1.1.2)</p>
Computer Components	2. Identify the basic elements required in a computer system.	2.2.1 Identify computer components. 2.2.2 Describe the differences between operating systems. 2.2.3 Classify software in terms of system software and application software.	<ul style="list-style-type: none"> <li>• Windows 10 Tutorials</li> <li>• Apple Support</li> <li>• Computer Peripherals. Films on Demand</li> <li>• Computers at Work. Films on Demand</li> <li>• How Computers Operate. Films on Demand</li> </ul>	<p><b>Formative Assessments:</b></p> <p><u>Lesson Activities:</u></p> <ul style="list-style-type: none"> <li>• Basic Computer Components (CSLO 2, MSLO 2.2.1)</li> <li>• Basic Computer Operations (CSLO 2, MSLO 2.2.2, 2.2.3)</li> <li>• Basic macOS Operations (CSLO 2, MSLO 2.2.2, 2.2.3)</li> </ul> <hr/> <p><b>Summative Assessments:</b></p> <p>Forum Discussion: What makes a computer system work? (CSLO 2, MSLO 2.2.1, 2.2.2, 2.2.3)</p>

# 8-Week Academy Feedback

- Spend a significant amount of time transforming CLOs into Modules/Units into Assessment Tools through a Curriculum and Assessment activity.
- Include a session on discussing course policies as they related to student attainment of learning outcomes (attendance, withdrawal, late work, etc.)
- "I am excited to continue the work in order to make these courses better and more to the heart of the content rather than just a list of chapters to cover."

# Faculty-Recommended Logistical Support

- Increased time between returning to campus post-summer and -winter break and when classes begin
- Faculty break between terms
- Faculty involvement with in-person on-boarding of high school students
- \$1,250 stipend for 8-week academy
- Increased engagement of adjunct faculty

# The Effects of Be(ing) Great in 8

Data Analysis

# Enrollment Growth (Fall 2023)

- **Unduplicated headcount 2,013**—increase of 5% over fall 2022 and is the highest since fall 2019 (2,107).
- **Curriculum FTE** increased by 9% to **803.5** and is the second-highest total in the past five years
- Average **.40 FTE per student** compared to an average of .38 FTE per student in fall 2022.

# Enrollment Growth (Spring 2024)

- **Unduplicated headcount 2,011**—increase of 8% over spring 2023 and is the highest since spring 2020 (2,111).
- **Curriculum FTE** increased by 9% to **797.6** and is the second-highest total in the past five years
- Average **.40 FTE per student** compared to an average of .39 FTE per student in spring 2023.



# Withdrawal Rates

- Fall 2023 course **withdrawal rate was 7%**, a 32% decrease from fall 2022.
- Lowest withdrawal rate over the past five years (previous low was 8%).

# College-Level Course Success

- Overall college-level course success (**C or better**) **86%**
- Increased by 8% over fall 2022
- Highest at ICC over the past five years (previous high was 81%)

# Outcomes Based on 8-Week Academy Participation

- Overall college-level course success (C or better) for courses taught by **faculty who participated in the 8-Week Academy 86%**
- Increased by 8% over fall 2022
- Highest at ICC over the last 5 years (previous high was 79%)

# Student Feedback (Fall 2023)

- 77% would **recommend 8-week courses** to other students
- 79% said it was worth it to **work harder** to finish courses earlier
- 78% said the **workload and content** in their respective course was **manageable**
- 71% said they **learned** as much in 8 weeks as they would have in 16.

# Student Feedback (Spring 2024 Term I)

- 79% would **recommend 8-week courses** to other students
- 82% said it was worth it to **work harder** to finish courses earlier
- 80% said the **workload and content** in their respective course was **manageable**
- 72% said they **learned** as much in 8 weeks as they would have in 16.

# What we're most proud of...

- An increase in student headcount (measure of students served) and an even larger increase in student FTE (measure of student courseload)
- An increase of student success rates across the board and, more importantly, a decrease in equity gaps in success rates
- Increased internal communication and collaboration, leading to development of a culture with an increased capacity for navigating change

# What did we learn?



# Lessons:

- Resistance to change is not a hurdle, but something to be heard and addressed as it can shape our efforts in positive ways.
- In the same way a “no” is not always a loss, an easy “yes” is not always a win.
- Trust matters, and it is hard to build up and easy to tear down.



**What would we do again?**



# Do it again:

- The whole thing, or that is, move at scale.
- Using improved team/group aspects of the plan to work through change including a Pulse Team, specialized professional development, and regular feedback loops.
- Keep students at the center of all our work (a shared value helps mitigate even the most contentious disagreements)

**What would we do  
differently?**



# Change it next time:

- Implement the team processes earlier in the change adoption process. Use this experience as a model for change.
- Concentrate on more effective ways to establish shared vision and purpose. You can never communicate too much, especially when trying to ensure everyone understands the why.
- Engage students on the front end. Include them in the Pulse Team, provide them with opportunities to prepare for change through professional development, and listen to and address their resistance too.

**What are our 2-3 next steps?**



# Next steps:

- Develop guided pathways and build out the big picture for student academic journeys (and supporting those journeys) around our new academic structure.
- Identify toxic course combinations in the 8-week format and formulate plans for how to detox those combinations (or help students avoid them).
- Continue to refine the practices and procedures related to our new 8-week normal.

**Want to chat? Contact us!**



Dr. Greg Thomas

[gthomas@isothermal.edu](mailto:gthomas@isothermal.edu)

Leeann Cline-Burris

[lacline@isothermal.edu](mailto:lacline@isothermal.edu)



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