**Transparency in Teaching and Learning In Higher Education Episode 134**

Lance Heard:

When I did TILT, I had no time at all. I was in one of those semesters, I was way over committed. But because I'd shared it with my department faculty, that gave me the extra motivation to do it. It did not take any more time than just preparing for the lessons I already teach.

Christina Barsi:

Hi, I'm Christina Barsi.

Sun Ezzell:

And I'm Sun Ezzell. And you're listening to the Magic Mountie Podcast.

Christina Barsi:

Our mission is to find ways to keep your ear to the ground, so to speak, by bringing to you the activities and events you may not have time to attend, the resources on campus you might want to know more about, the interesting things your colleagues are creating, and the many ways we can continue to better help and guide our students.

Sun Ezzell:

We bring to you the voices of Mt. SAC, from the classroom to completion.

Speaker 4:

And I know I going to achieve my goals. And I know people here are going to help me to do it.

Speaker 5:

She is a sociology major, and she's transferring to Cal Poly Pomona. Psychology major. English major.

Sun Ezzell:

From transforming part-time into full-time.

Speaker 6:

I really like the time that we spend with Julie about how to write a CV and a cover letter.

Christina Barsi:

Or just finding time to soak in the campus.

Speaker 7:

Think of the natural environment around us as a library.

Christina Barsi:

We want to keep you informed and connected to all things Mt. SAC. But, most importantly, we want to keep you connected with each other.

Christina Barsi:

I'm Christina Barsi, Mt. SAC alumni and producer of this podcast.

Sun Ezzell:

And I'm Sun Ezzell, Learning Assistance Faculty and Professional Learning Academy Coordinator.

Christina Barsi:

And this is the Magic Mountie Podcast.

Christina Barsi:

If you've heard your colleagues talking about something called TILT, then this episode will share with you a little more about what it is, how it works, and the impact it can have on faculty who try it, the students who experience it, and even your connection with your colleagues.

Christina Barsi:

TILT is the Transparency in Learning and Teaching project that aims to advance equitable teaching and learning practices that reduce systemic inequalities in higher education through two main activities. One, promoting students' conscious understanding of how they learn. And two, enabling faculty to gather, share, and promptly benefit from current data about students' learning by coordinating their efforts across disciplines, institutions, and countries.

Christina Barsi:

We first hear from TILT facilitator, Kim-Leiloni Nguyen, Professor of Biology and Outcomes Coordinator, to explain further what TILT is. And then we transition to talking with two TILT faculty participants; Lance Heard, Professor of Administrative Justice and Academic Senate Co-Vice President, and Eugene Mahmoud, Professor of Physics and Engineering and Department Co-Chair.

Christina Barsi:

Here's our host, Sun, to get us started.

Sun Ezzell:

Welcome back to the Magic Mountie Podcast. This is Sun Ezzell, your host. And I'm here today with Professor Loni Nguyen, faculty in biology and outcomes coordinator.

Sun Ezzell:

Loni, welcome to the podcast.

Kim-Leiloni Nguyen:

Yes. Hello. How are you?

Sun Ezzell:

Fine, thank you. I'm so excited to get to talk with you today about TILT. I was wondering if you could tell us a little bit about yourself and what got you interested in this work?

Kim-Leiloni Nguyen:

Okay. I have been teaching biology at Mt. SAC since the year 2000. And the last couple of years I took on a new role as outcomes coordinator. And I found that a lot of faculty members do not quite understand what outcomes assessment is and how it helps our student. And then to make matters worse, when it was first introduced to our campus, gosh, probably about over a decade ago, it was top-down, "You have to do outcomes assessment." And I am one of those resistors who said, "What? Why do we have to do this? It makes no sense whatsoever."

Kim-Leiloni Nguyen:

So when I became outcomes coordinator, one of the first thing I did was really to find out: why are we doing this? How is this helpful? And let's just say that, after two years, I really understand that this is very important and it certainly can help our students tremendously, as well as our campus, and not to say it's also required for accreditation.

Kim-Leiloni Nguyen:

So, with all that said, outcomes assessment is a definite valuable tool. And we want to improve what it is that we're doing and strive for continuous success. Now, unfortunately, because many of our faculty members are not thrilled about outcomes assessment, I had to try to find a creative way to get this message across and overcome these initial resistance.

Kim-Leiloni Nguyen:

So in my training with ALA ... ALA stands for Assessment Leadership Academy, and is hosted by WASC, which is the Western accreditation group. But anyway, through my training with ALA, I understood what TILT is about. In fact, they introduced me to TILT. And I just thought the idea was amazing. So I said, "You know what? We got to try this at Mt. SAC."

Kim-Leiloni Nguyen:

So let me go ahead and plunge into what exactly is TILT. TILT is an acronym that stands for Transparency in Learning and Teaching. It's a project that was started over 10 years ago by Professor Winkelmes in University of Nevada, Las Vegas. The idea is very simple. To be transparent means to be very clear to students as to what it is that we expect them to do, what it is they're going to get to do in our class, and how exactly are they going to be evaluated?

Kim-Leiloni Nguyen:

So she launched this because she ... well, actually, she got a grant to start this project. And she rolled it out with people on her campus, collected data; lots and lots of data. And initially the result was very promising. This TILT program really helped students.

Kim-Leiloni Nguyen:

And from then on, the word got out, they presented at conferences. And many faculty and other institutions jumped on board. 10 years later, she has a wealth of data, a lot of data. And they're all implemented by, like I said, faculty of multiple disciplines at different institution; we're talking about private school, public school, community colleges, all the way implemented at R1 institutions. And pretty much the same findings, this is something that's very helpful for our students.

Kim-Leiloni Nguyen:

So I said, "You know what? Others done it, we should try it. And let's see what happens." So that's why it came to Mt. SAC.

Sun Ezzell:

Thank you so much for sharing.

Sun Ezzell:

I was wondering if you could talk a little bit more about how it's good for students, how it supports students when we're more transparent? So was there an example you had mentioned too, that you were a resistor at first and now you really believe that this work is important in supporting students? Was there an experience that you had, something that you saw, that helped you to make that journey?

Kim-Leiloni Nguyen:

Yes. Faculty, we tend to assume that students know how to do certain things prior to coming to our class. For example, we assume they know how to add our classes. We assume they will ask us questions if they don't understand. We assume, when we give them a homework assignment, that they know what to do. We assume that they know how to go to the library and do research, for example.

Kim-Leiloni Nguyen:

So all of these are assumptions that I think majority of us have. Unfortunately, it's not universally true for every single students. Certainly, students who have parents who have gone to college or have family members who have attended college, will understand more of the ins and outs of what it takes to succeed in college. But let's take our first generation students, for example. They may not know anyone who'd gone to college, so they don't know how to do some of these things that we have assumed that they know.

Kim-Leiloni Nguyen:

And one thing is homework, for example. We give a homework assignment and, of course we, the teacher or the professor, wrote the directions. So, of course, to us, it's perfectly clear. However, when you let our student read the directions, it may not be so clear. So, in TILT, to be transparent means to really emphasize how to be clearer in terms of our instructions.

Kim-Leiloni Nguyen:

So what I did was I made a series of very short videos, going through the steps to make our homework assignment more transparent, clearer. And it also involves giving our students examples of good homework versus not so good homework. It also involves sharing with our students, the grading rubric, so that students understand what we're looking for in the assignment. It also involves us specifically tying the homework assignment to a student learning outcome. Because obviously if you think the assignment is important enough for students to complete, then it should somehow align to an existing student learning outcome for your course.

Kim-Leiloni Nguyen:

And that's how I bring in SLOs, student learning outcomes, to what it is that we do in our classroom, so that it becomes centered, is the centerpiece. And then students understand, oh, that's what we mean when we say, "By the time students finish this class, they can do X, Y, and Z." And they understand how the assignments that we give them aligns to that. Students will understand what a good assignment product would look like and how they would be graded. So all of these are aspects of TILT. Because we cannot assume that our students know how to do well in our class.

Kim-Leiloni Nguyen:

I was able to submit a guided pathway for success, GPS, mini grant, to ask for funding to help us introduce TILT to Mt. SAC. Fortunately, GPS has approved our request. And so now faculty who wants to try TILT will get compensated for their time of implementing TILT and collecting data to compare the TILT assignments to the non-TILT assignments and to see just what the difference has been.

Kim-Leiloni Nguyen:

This has started back in fall of 2020 as an ongoing project. So we're still continuing it now. And I have faculty who met up last semester, which is spring 2021, 13 to be exact. And almost everyone, almost all 13 faculty in different discipline, teaching different subjects, done TILT in their classroom, have found very positive results with their students when they compared the students' performance to the non-TILT assignments.

Kim-Leiloni Nguyen:

So that gets me really excited. And we have asked those faculty to continue implementing the TILT assignments again this semester, when we're hopefully back face-to-face. Because all of last semester it was pretty much all online, as you know. And we are continuously putting the call out there for any new faculty member who has not been involved with TILT, to join us.

Kim-Leiloni Nguyen:

It's an ongoing project, like I said. GPS funding is going to go on through the rest of this year. So faculty who wants to try this technique are more than welcome to. And at the end of each semester ... so end of this semester, as well as end of spring 2022 ... we will do the same wrap-up to compare notes as to how the outcomes has been for students who have tried the TILT assignments.

Kim-Leiloni Nguyen:

Now, along the same line, the funding also permits us to compensate student for their feedback. So students in classes in which the faculty has tried TILT, we want to invite them to focus group to ask them what they thought about the assignment and to get their feedback. And for their time, the mini grant allow us to compensate the student for their time.

Sun Ezzell:

That sounds really exciting and really rewarding for the faculty who are making changes and seeing great results in the classroom. And also wonderful to be able to compensate students for their extra time as well.

Sun Ezzell:

I was wondering if there was anything else you wanted to share about how TILT supports equitable teaching and learning practices? You've shared a little bit, but I just wanted to open it up in case there was anything else you wanted to share.

Kim-Leiloni Nguyen:

Yeah, I would just welcome any faculty, full-time, part-time, credit, non-credit, all discipline, to come and try TILT. The best way is just to email me, knguyen@mtsac.edu, because I think this is something that is very good for our student. We will see more students being successful because they understand the assignments, they understand what it is that we're looking for, and they understand what is a good paper or a good homework assignment looks like. So all of these are aspects to make the work, the assignment, more transparent.

Kim-Leiloni Nguyen:

And so, like I said, we still have funding for the rest of this year. And we would definitely welcome more faculty to join us. It's always ongoing. You don't have to complete it all in one semester, you can stretch it out to two semesters. So that is, you can start this semester, and then over maybe the winter break start to figure out how to implement TILT in your assignment. And then come spring, administer the TILT assignments. And just collect data as to how your future students would do, compare that with the previous semester where it was not a TILT assignment.

Kim-Leiloni Nguyen:

Obviously, we will try to keep the assignment as similar as possible, otherwise you're changing too much. But keeping the assignment as similar as possible, the comparison would be to see if the TILT version has improved our student success. And that would be amazing to see what the outcomes would be.

Kim-Leiloni Nguyen:

So I welcome everyone. I'm available. Oh, by the way, I also have office hours every Wednesday, 11:30 to 12:30. I can share that Zoom link to everyone who wants to attend. I can answer questions about TILT and I can also answer general questions about outcomes assessment; whether it be for your course, or your program, or institutional learning outcomes as well.

Sun Ezzell:

This is Sun Ezzell, and I'm so pleased to be here today with Lance Heard, Administration of Justice Professor and Co-Vice President of the Academic Senate.

Sun Ezzell:

Welcome to the podcast, Lance.

Lance Heard:

Thank you very much. Glad to be here.

Sun Ezzell:

Well, I'm so excited to have a chance to talk with you today about teaching and learning, and your experiences with TILT.

Lance Heard:

Yes, I teach in the Administration of Justice program. And I came here from Chaffey College. And I've been able to really be involved on campus, both inside and outside of the classroom. And outside of the classroom, learning about how to make modifications in my class and how I teach and to improve outcomes.

Lance Heard:

And so whenever there's an opportunity to do something like that, it always sparks my curiosity. And I'm finding that the more faculty that I engage with, the more it reaffirms the best way to meet students where they're at in the classroom. And so this is just part of that journey for me.

Sun Ezzell:

That's so wonderful. I know that you've been involved in professional development for many years in many different capacities. Was there something in particular that sparked your interest about the TILT project?

Lance Heard:

So, yeah, that's a great question. When I think about TILT, and having an opportunity to do it, there were a couple of things that drew me to it. One, is that I am always working on outcomes. And there's a certain number of students that, every semester, it seems like I haven't reached and I haven't figured out what it is that may have been a disconnect; that they didn't do as well as they thought they would do starting out.

Lance Heard:

And so I'm always thinking of new ideas and new approaches to the class and to certain students in particular. And what was interesting about this was that I had gone through the AQ, and that was really about best practices in teaching. And one of the interesting things about it is we had the opportunity to go over a technique, and then apply it right into the semester that we were teaching and decide how we were going to make changes and implement it, and then measure the results and see what we would do going forward. And so I was already primed to try something new. And TILT seemed to be a new and really simple and easy thing that I could do mid-semester, or in the beginning of the semester, to do something similar with my students.

Lance Heard:

And then the other thing that drew me to it, one of the fascinating things, was that as a department chair, we're always having conversations. And I shared the opportunity with my department. And then I thought, "Well, if they're not excited about it, how's it going to look if I come back later and I didn't do it either?" And I thought, "If I can do it, then I can demonstrate to them that it's something that they can do too. And it's one thing that if I find out it's great for me and my students, but even better if it helps all our students if more of our instructors do it as well." So that was really what encouraged me to go ahead and take the plunge.

Sun Ezzell:

I love it, leading by example.

Sun Ezzell:

And you mentioned that it seemed simple and easy, which seems like a wonderful thing, especially right now when faculty might be feeling a little bit overwhelmed and stretched a little bit thin. But I was wondering, could you share an example of an assignment or an activity that you maybe revised or changed as a result of the TILT work that you've done?

Lance Heard:

I think I can. I was really impressed by how the method of using TILT can really make a significant change with very little effort. And so I have an exam, and it's actually a key exam that I use in the semester to really get students prepared. And one of the things that it does is it really sets them up for successful writing. It's a writing course. And for the description of the exam, I basically had one sentence.

Lance Heard:

And when I really began to learn about being transparent, the transparency part of it, to share with the students the skills that are involved in the assignment. Then they get what it is that the assignment is for. And then also the knowledge, which I've never really done before, is really show them, "This is the knowledge that you're going to use in order to complete the assignment." I knew it, but I wasn't sure they knew it until I actually added that piece.

Lance Heard:

And then the part where you describe the task, that was what my original sentence was. But at least I've documented and I know where it is. And then the criteria for success, which was really eyeopening for me because I use a rubric. And it's a real opportunity for me to share the rubric with the students, show the students how, "This is the exact criteria." And they can even measure it themselves as they're doing the assignment because they have the rubric right in front of them.

Lance Heard:

And so I changed the assignment by including those four aspects: skills, knowledge, tasks, and the rubric as a criteria for success. And it only took me a few moments to make those adjustments to the assignment.

Sun Ezzell:

That sounds really amazing, Lance. And it sounds like you're really demystifying the whole process for students, and being really clear about purpose so students can engage in a really authentic way. That's so exciting. I wish that listeners could see your face light up as you're talking about the changes that you made to this assignment.

Sun Ezzell:

I was wondering, are you [inaudible 00:21:44] about student work or engagement with this particular test, since you changed the assignment?

Lance Heard:

So, both. I would say the student work ... the students, when I measured their success against the previous semester, they actually had an increase in the average score. They also had an increase in the number of letter A grades and in the number of letter B grades. So I was very excited about the improvement in the work, just from implementing the TILT, the Transparency in Learning and Teaching.

Lance Heard:

And then engagement, I think the students were more curious and had more questions that were pointed about the assignment instead of asking me, "Well, what's the assignment about?" because I wasn't very clear before I had engaged the TILT. So their questions were much more informed and much more productive as a result.

Sun Ezzell:

That sounds really encouraging for both you and for your students.

Lance Heard:

Yeah, it was. Yeah. And so that's why I decided I'm just going to keep that in my class. I can't go back now.

Sun Ezzell:

That sounds really exciting.

Sun Ezzell:

So maybe some of our listeners might be thinking, "Gosh, that sounds really great, but I'm stretched kind of thin and I've got a lot on my plate." Is there anything that you might share with listeners who feel like they are interested in doing some examining of their assignments and activities, but maybe they're just not sure if they have the time and energy to commit to it right now?

Lance Heard:

I would just say this, when I did TILT, I had no time at all. I was in one of those semesters, I was way over committed. And as a matter of fact, I shared, in a meeting with two colleagues, that I was doing TILT. And they both expressed that they were shot. They actually said, "Lance is doing this? We can't believe he's doing this."

Lance Heard:

So I had validation that I was way over committed. But that's why it helped to know that because I'd shared it with my department faculty, that gave me the extra motivation to do it. It did not take any more time than just preparing for the lessons I already teach. It was a decision. Am I just going to give them a one sentence explanation or am I going to give them those four aspects of the assignment and see if that makes a difference? And so, I would just say that.

Sun Ezzell:

Well, it sounds like you're noticing some really marked differences in student engagement and curiosity and success, for not an enormous amount of work. Which sounds very rewarding.

Lance Heard:

I totally agree.

Sun Ezzell:

And this isn't a topic that we had talked about before, but what you're sharing is making me curious. Did you have an opportunity to share with other faculty who were engaged in TILT as well with their own classes?

Lance Heard:

I did, as a matter of fact. I had an opportunity to talk to some other professors and met and I shared some of the results I had, and opportunity to hear them share their results. And that's an exciting piece because now I know that there's faculty I can go to and follow-up with and share ideas with, and keep this engagement going forward and seeing what really makes a difference and what really works. So it helped me connect with faculty that I probably would not have connected with otherwise.

Sun Ezzell:

That sounds really exciting and rewarding, to have a chance to make those connections with folks, especially right now when we're working remotely or partly remotely and things are feeling a little bit higgledy-piggledy. It's important for us, as faculty, to have that sense of community as well.

Sun Ezzell:

Lance, thank you so much for sharing about your experiences and the changes you've made in your classes. I was wondering, is there anything else you'd like to share?

Lance Heard:

Well, I just hope that folks are curious and interested and give it a try. And I'd love to hear how it goes for them and their students as well.

Eugene Mahmoud:

My name is Eugene. I'm a professor of physics and engineering, and currently department co-chair, along with Phil Wolf. For the past few years, I've been teaching Introduction to Engineering, Programming Applications for Engineering, and our robotics team development for our VEX Robotics team.

Sun Ezzell:

Cool.

Eugene Mahmoud:

I'm also a member of Campus Equity and Diversity Committee. And I have enjoyed the opportunity to participate in a number of different professional developments, I think recently, and in particular, around challenges with the pandemic.

Sun Ezzell:

So you are a very busy person, especially during the pandemic. Thank you for all your hard work for the campus and for students as well. I'd love to talk with you at some time about the robotics work that you're doing. That sounds really exciting.

Sun Ezzell:

But today we're here to talk about TILT. And I was wondering if you could share a little bit about what drew you to participate?

Eugene Mahmoud:

Yeah. So in talking about the classes that I'm teaching and professional development, I think in my role as an instructor, when I think about my students, I'm mostly interacting with students that are interested in transferring to the university or interested in employment within the engineering technology industries.

Eugene Mahmoud:

And then with regards to campus committee work, I see myself in these spaces where I'm trying to identify opportunities to, I would say, align campus resources to support maybe populations that haven't had access to those or there are resources that could elevate opportunities for certain students.

Eugene Mahmoud:

And in particular, within engineering, I would say that a lot of the professional development that I participated in has been focused on inclusion within STEM fields and also anti-racist instructional practices, both inside and outside of the classroom. And that's just made me realize how my own teaching practices contribute to dehumanization of students, as well as gendered and racial stereotypes.

Eugene Mahmoud:

So I think it's good to be able to sit with that. I think, as instructors, we're trying to grade, we're trying to get something done. But I think it's good to have an opportunity just to sit with that and think about what that means. And then also, as an engineer, I want to solve the problem.

Eugene Mahmoud:

And so I think the other thing that drew me or brought me to TILT, was I'm currently serving as a PI, a principal investigator, for a NSF project, and along with a lot of our engineering faculty serving as co-PIs on other engineering education research projects.

Eugene Mahmoud:

I mean, we're interested in the educational pass of our engineering students. And I think TILT was something where, when I was exposed to it, it was a way for me to look at it in the classroom and also to think about, "What are we doing? What type of culture do we create in the classroom around learning and within our program?" So those are some of the things I guess I'm thinking about.

Sun Ezzell:

Thank you so much. And could you tell a little bit, just what is ... you said you and some faculty were PI on NSF project? What are those?

Eugene Mahmoud:

Yeah. Yeah. So this is our second year, we have a National Science Foundation, Advanced Technical Education project, around really supporting underrepresented students, underestimated students, historically marginalized students, within engineering and engineering technology pathways.

Eugene Mahmoud:

I think there's lots of challenges around being an engineering student. The main thing that I try to call attention to is that, on average, it takes a community college student about seven years to get their bachelor's degree in engineering. And so there are lots of reasons why. And I think, for anybody, if they were working on something for seven years, they might get frustrated. But in particular, I think there are gaps in the engineering education pipeline in particular, when we think about what students learn in K12, what they might be exposed to at community college, and then what are the expectations at the university?

Eugene Mahmoud:

So we've been fortunate enough to have that grant project as an opportunity to say, "Let's do some research. Let's talk to our students. Let's hear about their experience. And let's think about how we can redesign, often the classes that students take as career requisite courses, into a pathway, into a cohort, into an experience that addresses what they need with regards to employment, with regards to exposure, in addition to the coursework."

Sun Ezzell:

Thank you so much for explaining. It sounds like TILT is really a piece of all of this work that you were already doing. And I love that approach too, of using the opportunity to ask students about their experiences to improve teaching and learning. That makes so much sense.

Sun Ezzell:

So I'm wondering what were some of the things that TILT helped to uncover or make clear?

Eugene Mahmoud:

Yeah. I guess, in my practice or my adoption, when I first learned about TILT, I was interested because of the description of it as a research-based way of modifying your assignments to provide students more information and to hopefully improve student success. So I think, as teacher ... and I've been at Mt. SAC for a short time, but I feel like there's always something that's out there. So it's like, "Okay, how much time will this take? What are the promoted benefits?"

Eugene Mahmoud:

But I think, for me, in looking at TILT and my assignments, I typically design my classes where I host things on Canvas with a rubric. And then the problems that I assign tend to be context rich engineering science problems based off of what we did in a lab activity, trying to give my students all of the resources that they need to be successful. And, specifically, adding a narrative purpose to each assignment, describing the related student learning objectives or outcomes, and then also adding a related sample problem to the assignments. So they have everything there.

Sun Ezzell:

And so those pieces that you just mentioned, the narrative piece. So those are pieces that you added?

Eugene Mahmoud:

Yeah. I was not doing that already. And I think the process of TILT made me think differently about learning objectives, because we might talk about them at the scale of a class. But when we talk about them at the scale of an assignment, it makes them more real and measurable with regards to how students are experiencing the course.

Sun Ezzell:

That sounds so exciting, to make those changes and then see a student response. So how are students responding to those assignments?

Eugene Mahmoud:

Yeah. I would say that the main thing ... and, again, it was surprising because it was a relatively small change ... but I would say students were more likely to complete the assignment. And I think that was the main thing I want. Sometimes they don't complete it. And also the content of the work improved.

Eugene Mahmoud:

And then I got to do a little bit of disaggregated student success data by racial or ethnic identification. And I think all categorizations improved. Because sometimes we're worried that there are things that we might do that only serve certain groups. So that was great to see.

Eugene Mahmoud:

And then the other thing, I just think, is students ask better questions and they give each other better peer review. Very exciting to see in class.

Sun Ezzell:

So it sounds like you're seeing a lot of positive response, in many different ways that students are interacting with the class and with each other and with you.

Sun Ezzell:

And I'm wondering, did you have an opportunity, as part of your work with TILT, to hear from other faculty who were also making changes?

Eugene Mahmoud:

Yeah. So one of the requirements of TILT was to share it with your department. And it was something that I'm a little hesitant about because I think very highly of my colleagues in there and they're very critical and thoughtful. And it was the first time also that I was formally sharing student data. And I'm also aware that the class that I teach is different from other people's classes. So it's just, what can I offer that's relevant to everybody?

Eugene Mahmoud:

But the feedback that I got was great, in the context of what I shared, was I made these kind of small thoughtful changes. And I was able to share are out with them the disaggregated data in terms of student success. And I think a number of people responded like, "That's a really strong change." And they were interested in me doing it again. And they were also interested in exploring it themselves.

Eugene Mahmoud:

And what I would really say is I felt like that was the first time our department was having an engaging conversation around disaggregated student success data. So I felt like just that was a success.

Sun Ezzell:

Is there anything else you wanted to share while we're talking today?

Eugene Mahmoud:

Just to thank Loni and the Outcomes Committee for bringing this type of scholarship to our campus. And I hope that the fact that this project is continuing means that there will be additional initiatives and support for faculty to explore research-based resources that improve student success on our campus.

Christina Barsi:

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Christina Barsi:

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