

# Will Piping Out Lead to Tuning In?

## Will getting eyes on a screen lead to keeping eyes on the prize?



### Abstract

In Southeastern Kentucky, one might find adult education programs staffed with highly skilled instructors are not able to reach the students in their footprint, due to many barriers, including distance, schedules, and economics. A program-wide hyflex program helped alleviate these woes and increase MSG attainment by allowing instructors to pipe into classrooms in other counties.

### Introduction

- Problems identified were low attendance and low student persistence.
- Students were often not able to access courses in a way that translate to the program getting the expected number of MSGs.
- Program-wide hyflex gave students access to over ten classes and at least two labs regardless of location.



### Product Description & Motivation

- All instructors across the program collaborated to create a schedule coordinating classes so that students not only had greater flexibility in the classes they could take, but also the times when they could take the class.
- Zac Gibbins created a spreadsheet with important data for students: Class meeting times, links to syllabi, and access to recurring teleconferencing rooms.
- There were one or more program-wide lesson plan peer-review sessions. This allowed for instructors to make sure their lessons were ready for a hyflex class, as well as have instructors with differing subject expertise to check for rigor.
- Ryan Cornett created a [website](#) to make this easier to navigate for students. (QR code below)
- Classes in corrections settings were able to have additional instructors pipe-in, as well, so as to increase the resources available to those classes.

### Baseline & Goal

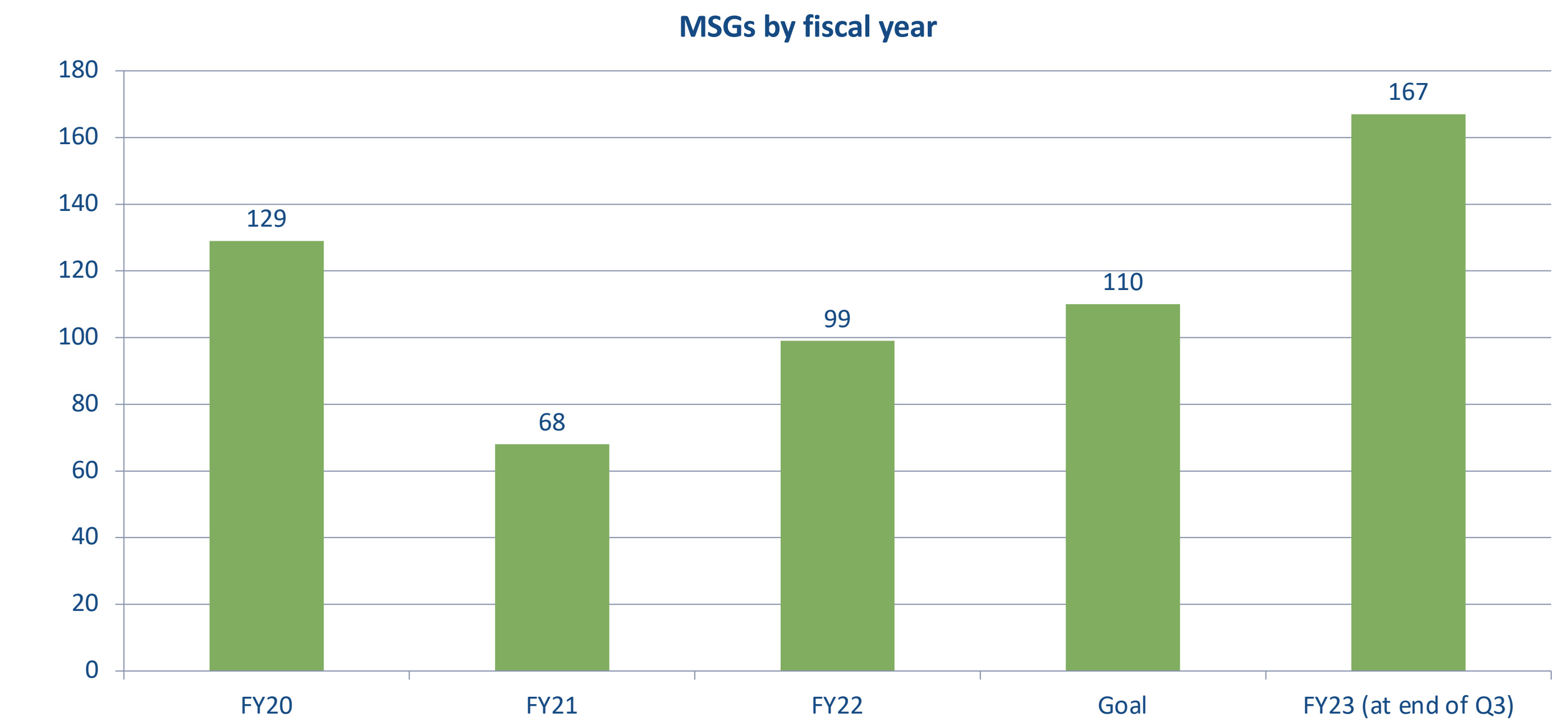
Due to the impact of the Covid-19 pandemic and the drops in overall MSG attainment seen in recent years, the decision to calculate the baseline by averaging the MSGs gained in the past three years.

- The average number of MSGs gained for the FY20 (129), FY21 (68), and FY22 (99) is 99.
- Our primary goal for MSG attainment would be 10% above the baseline, or 110 for the whole of FY23.
- Additional goals would include returning or surpassing the pre-pandemic amount, or hitting 143 MSGs in FY23.

### Results

- Due to increased opportunities presented to students, an attendance increase was observed. In fact, 27 total students partook in hyflex classes.
- Of these students, 19 of those have attained an MSG by 5/17, a 70.1% MSG attainment rate for this population. This is a higher rate than the non-hyflex population served.
- Corrections students enjoyed having fresh faces in their classes, leading to a qualitative increase in engagement.

Chart 1. MSG attainment over the years



### Discussion

- Not only was the MSG goal met, it was shattered. If one unprorates the MSG numbers to the end of the FY, it would double the goal.
- More students having access to classes means more students were able to succeed.
- While rollout and early adoption were slow, it turns out that having additional instructors also increased student engagement.

### Conclusions

- Our product showed itself to be successful. If considering implementing a program-wide hyflex program, we'd suggest keeping the same in mind:
- A lot of the effort of this project comes in the beginning. Organizing classes and scheduling these hyflex classes takes some degree of time.
  - However, once the frontloaded effort is executed, the program proved no more difficult than having in-person classes.
  - A digital infrastructure is key to the success of such a program.
  - Instructor buy-in was slow at first, but once results rolled in, instructors seemed to get on-board.
  - Don't exclude your corrections facilities, if permitted. This is a great way to increase student engagement in those settings.