



# Lewis-Clark State College CCA Momentum Pathways Plan

## Overview

In summer 2018, the Idaho State Board of Education was awarded a three-year, technical assistance *Momentum Pathways* grant from Complete College America (CCA) to facilitate attainment of Idaho’s 2025 goal of 60% of the state’s population holding a degree or certificate (ages 25-34) and bring to scale (statewide) the *CCA Game Changers/ Strategies*. The Idaho State Board of Education has identified the overall goal of the CCA-IMPP initiative as using evidence-based strategies to increase the number of students who achieve critical first year benchmarks to generate early momentum to persist in the completion of a post-secondary credential.

The *Game Changers/ Strategies* have been around for nearly a decade and Idaho launched its *Complete College Idaho (CCI)* initiative in 2010. As the *Game Changers/ Strategies* have evolved, CCA has determined that rolling out a package of strategies together is more effective than addressing one *Game Changer* at a time. This bundle of strategies is called the *Momentum Year*.

In December 2018, President Pemberton formed Lewis-Clark State College’s CCA-IMPP Institutional Committee charged to assess progress toward implementation of the *Game Changers/ Strategies* and to create a plan for full-scale implementation at the college. To complete the work of CCA-IMPP, assistance is needed from many individuals across campus. The Institutional Team members will provide leadership and oversight for bringing to scale the *Game Changers/ Strategies*.

### Initial Institutional Committee Membership

- Institutional Lead: Provost, **Lori Stinson**
- Academic Lead: Dean, **Mary Flores**
- Faculty Lead: Faculty Senate Chair, **Jenni Light**
- Registrar: **Nikol Roubidoux**
- Student Affairs: VPSA, **Andy Hanson**
- Mathematics Lead: **Heather Henson-Ramsey**
- Research Lead: IR&E Assistant Director of Reporting, **Kati Wilson**
- Advising Lead: Advisor, **Kim Tuschhoff**

Ongoing Institutional Committee Membership: Dr. Henson-Ramsey and Dr. Light have rotated off the Institutional Committee. In Fall 2019, two faculty members will join the Team. The mathematics faculty will serve as ad hoc consultant when needed. Others are continuing members.

CCA has facilitated three meetings regarding the Idaho *Pathways* project (CCA-IMPP):

- October 2018: Presidents and Institutional Leads (LC Provost) – organizational meeting.
- January 2019: Institutional Steering Committees to learn best practices related to the CCA-IMPP and begin thinking about our institutional plan.

- April 2019: Institutional Steering Committees developing CCA-IMPP plans.

Components of the CCA-IMPP include:

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|--|--|--|
| 1. Think 30  | 3. Academic Maps with Proactive Advising | 5. [LCSC] A Better Deal for Returning Adults |
| 2. Math Pathways / Math Corequisite Support [English completed across the state] | 4. Momentum Year                         |  |

**Key Indicators:** Key first year metrics:

CCA	Idaho State Board of Education
<ul style="list-style-type: none"> <li>• Completion of college-level (gateway) math and English courses (% and #)</li> <li>• Earning at least 30 credits per year to be on track for timely completion within 2 years or 4 years</li> <li>• Choosing a major or meta major</li> <li>• Earning a minimum of 6-9 credits in the major or meta-major</li> </ul>	<p><b>Timely degree completion</b></p> <ul style="list-style-type: none"> <li>• Timely degree completion: % of undergraduate, degree-seeking students completing 30 or more credits per academic year</li> <li>• % of first-time, full-time freshman graduating within 150% time</li> <li>• Total number of degrees/ certificates; broken out by cred. levels</li> <li>• Unduplicated degrees, broken out by credential levels</li> </ul> <p><b>Reform Remediation</b></p> <ul style="list-style-type: none"> <li>• % of undergraduate, degree-seeking students who took a remedial course and completed a subsequent credit bearing course with “C”</li> </ul> <p><b>Math Pathways</b></p> <ul style="list-style-type: none"> <li>• % of new degree-seeking freshmen completing a gateway math course within 2 years</li> </ul> <p><b>Guided Pathways</b></p> <ul style="list-style-type: none"> <li>• % of first time, full-time freshmen graduating within 100% time</li> </ul>

### “Finish Line” for Board Strategies (July 2019 CAAP Meeting)

- **Math Corequisite Remediation**
  - All students have corequisite access to three (3) gateway math courses: Math 123 (Math for Modern Society), Math 143 (College Algebra), and Math 153 (Statistical Reasoning). Courses are credit bearing and complete state general education requirements. **LCSC Status 7/11/19: full implementation in January/ August 2020**
- **Math Pathways (System-wide Development & Coordination)**
  - Common placement benchmarks and prerequisite structure for gateway math courses. **LCSC Status 7/11/19: LC uses ALEKS placement in alignment with other Idaho schools; prerequisites are established for each courses when needed by students (aligned with other Idaho schools with the exception of Math 123 where LC has developed a unique prerequisite, Math 023 (other schools use Math 025)).**
- **Guided Pathways**
  - Statewide meta-major pathways with common milestone/ exploratory courses that count toward degree progress. **LCSC Status 7/11/19: LC has developed internal meta-majors modeled after NIC’s. The meta-majors are for undecided students. Common first semester or first year courses are identified and corresponding sequential plans have been created.**
  - All students provided with a clear plan of study and degree requirements. **LCSC Status 7/11/19: sequential plans developed for all A.A.S, A.S/ A.A., and B.S/ B.A. degrees.**
- **Think 30**
  - All institutions have incorporated the Board’s “Think 30” messaging and branding into prospective and current student communications. **LCSC Status 7/11/19: Advisors are beginning to incorporate Think 30 messaging in the student initial advising and registration process (STAR), programs are incorporating logo into sequential plan materials, Provost’s office will construct a CCA Momentum Pathways webpage in FA19 where Think 30 will be prominently featured.**
- **A Better Deal for Adult Learners**
  - Each institution, independently or in partnership with other institutions, offers an online degree program, hybrid degree program, or on-campus degree programs with course offerings that provide adult learners with an opportunity to complete a degree after normal weekday business hours. Programs will be accessible to students residing within service regions. **LCSC Status 7/11/19: LC has the following programs fully online: Behavioral Science (AA), Business & Communication (BA/BS), Business Administration (AS/BA/BS), Business Administration – Accounting (BA/BS), Early Childhood Development (AAS), General Business (BA/ BS), General Studies (Business, Humanities, Social Sciences – BA/ BS), Interdisciplinary Studies (BA/ BS), Liberal Arts (AA), Marketing (AS), RN to BSN (BSN), Sport Administrations (BA/ BS), and Web Design & Development (AAS). Programs targeted in 2019-2020 for face-to-face/ hybrid delivery at alternative times include Business Administration, Interdisciplinary Studies, and Web Design & Development.**
  - Specific staff/ faculty member assigned during admissions process to provide outreach and advising. **LCSC Status 7/11/19: Adult Learner Coordinator identified; program specific advisors/ Chairs identified for ‘adult learner’ programs.**
  - Prior Learning Assessment opportunities introduced to each student on initial advising. **LCSC Status 7/11/19: Updated PLA webpage launched; all adult learners receive advising related to PLA (example: Destination LC events which occurred June 2019 in Coeur d’Alene, Orofino, Grangeville, Boise, and Lewiston).**
  - Experience-based / work- based learning option available to help met existing degree requirements. **LCSC Status 7/11/19: The adult learner programs rolled out for 2019-2020 include credit-bearing internship/ work-based experiences that fulfill degree requirements. LC’s Connecting Learning to Life (CL2L) initiative requires development of signature certificates combining CTE and academic coursework – these will be available to all students, including adult learners beginning FA20.**

**Institutional Plan**

The Institutional Team has crafted the following plan for each component of the CCA-IMPP, which 1) identifies progress made to date, 2) remaining steps, 3) outcome metrics, 4) timelines, and 5) a Team lead. The CCA *Momentum Pathways* planning templates have been used to guide development of the plan.

<p><b>1. Think 30/ Credit Accumulation Campaigns</b>                  Defined as advisement, communication, and marketing campaigns that broadly promote taking and earning 30 credits/year including winter and summer terms) as the new definition of full-time status and the recommended strategy for most students to graduate in a timely manner and maximize their financial aid. Students should be strongly encouraged to earn 6-9 credit in their major or meta-major.</p> <p><b>LCSC Implementation Team:</b> Institutional Team Members</p>		
Issue/ Next Steps	Lead	Status/ Outcomes/ Timelines
<p>Data and follow-up  <u>Data needs</u></p> <ul style="list-style-type: none"> <li>Establish accurate and comprehensive data reports</li> <li>Institutional / Implementation Teams review data reports</li> </ul> <p><u>Follow-up</u></p> <ul style="list-style-type: none"> <li>Determine specific groups that may need to be targeted for Think 30 [STAR registration]</li> <li>Tracking of those who do not participate in Think 30 [DAC considering field for tracking]</li> </ul>	<p>IR&amp;E                  Implementation Team</p>	<ul style="list-style-type: none"> <li>% of incoming students enrolled in at least 12 degree-seeking credits/ sem</li> <li>% of incoming students enrolled in at least 15 degree-seeking credits/ sem</li> <li>% of incoming students enrolled in at least 24 degree-seeking credit/yr</li> <li>% of incoming students enrolled in at least 30 degree-seeking credit/yr</li> </ul> <p>For each of the areas above:</p> <ul style="list-style-type: none"> <li>Gender, racial, ethnic, SES breakdown</li> <li>Completion rates</li> <li>One-semester and one-year retention rates</li> <li>Cumulative GPA</li> </ul> <p><b>Timeline: Annual reports to Institutional team by November 1</b> (note ‘annual’ information is summer, fall, spring terms).</p>
<p>Degree requirements capped at 60 or 120 credits</p>	<p>Instructional Deans</p>	<ul style="list-style-type: none"> <li>Liberal Arts and Science programs: completed [no exceptions]</li> </ul>

		<ul style="list-style-type: none"> <li>Professional Studies programs: completed [approved exceptions – RS, Teacher Ed]</li> <li>Career &amp; Technical Education: in progress</li> </ul>
Course availability [ensure adequate sections for incoming students]	Instructional Deans Division Chairs	<ul style="list-style-type: none"> <li>Completed and ongoing [July 2019 mostly space available in courses]</li> </ul>
Align financial aid packages and scholarships to 15/ credits/ term	IR&E VPSA Financial Aid	<ul style="list-style-type: none"> <li>Data needs: number of scholarship recipients at 15cr/ semester [Nov 1]</li> <li>Numerous scholarships are aligned with 15 credits/ semester</li> <li>Federal law does not allow alignment of federal financial aid packages</li> <li>No banded or locked tuition planned at this time</li> </ul>
<p>Communication campaign</p> <ul style="list-style-type: none"> <li>Update current student/ advising intake form [done]</li> <li>Internal communication (new students, ongoing students) [STAR; Division retreats FA19]</li> <li>External communication (Parents, New Student Orientation FA 19)</li> <li>Think 30 state logo on advising materials/ web page [IP]</li> </ul>	Advising Instructional Deans VPSA Communications IR&E	<ul style="list-style-type: none"> <li>Provide mechanism to capture students’ on-time plans [Intake form completed; Advising will follow-up with those not in 30 cr/ year]</li> <li>Ensure all are knowledgeable about Think 30 and advising in conformance</li> <li>Apprise students of on-time vs. full-time, cost implications</li> <li>Consistent message across state of Idaho</li> <li>LC web pages – timeline in alignment with new web platform roll out</li> </ul>
Explore options/ faculty interest in Winter Sem [IP with Faculty Senate]	Faculty Lead	<ul style="list-style-type: none"> <li>Determine faculty interest in and support of use of these terms to keep students on-time.</li> </ul>

**2. Corequisite Support/ Math Pathways**  
 Defined as

- Increasing gateway course completion within the first year by enrolling entering students into the college-level mathematics and English courses, providing those who need additional help a concurrent course or lab that offers just-in-time academic support. **Note:** English Co-requisite completed across state.
- Creating mathematics pathways that are aligned and relevant to a student’s chosen program of study.

**LCSC Implementation Team:** Brian Dietel and mathematics faculty

Issue/ Next Steps	Lead	Status/ Outcomes/ Timelines
Data and follow-up <u>Data needs</u> <ul style="list-style-type: none"> <li>Establish accurate and comprehensive data reports</li> <li>Institutional / Implementation Teams review data reports</li> </ul> <u>Follow-up</u> <ul style="list-style-type: none"> <li>Math Co-Req/Pathways Team &amp; LAS Dean to review reports</li> <li>Determine which students/ groups of students need to be tracked [Consider focus group or other mechanism for getting qualitative feedback from students]</li> </ul>	IR&E Implementation Team/ LAS Dean	<ul style="list-style-type: none"> <li>% of students placed into developmental math who enroll in remedial/ co-req courses in first year</li> <li>% of developmental students enrolled at each level of developmental math</li> <li>% of new entering students placed into developmental math</li> <li>% of new entering students placed into developmental math who complete gateway math in first year</li> <li>Success rates in each developmental math course</li> <li>Comparison of completion rates for developmental students compared to students placed directly into college-level courses?</li> <li>Each area above by gender, race, ethnicity, and SES breakdown</li> </ul> <p><b>Timeline: Annual reports to Institutional team by November 1</b></p>
Math Placement	DONSAM/ LAS Dean	<ul style="list-style-type: none"> <li>ACT/SAT/ALEKS successful; continue use</li> </ul>

<p>Math Pathways</p> <ul style="list-style-type: none"> <li>• Develop</li> <li>• Communication campaign [Internal &amp; External] – FA19</li> </ul>	<p>DONSAM/ LAS Dean/ Provost DONSAM/ Advising</p>	<p>Math Pathways are in place and were developed with cross-campus participation:</p> <ul style="list-style-type: none"> <li>• MATH 123/123P [Math for Contemporary Society] Business, Kinesiology</li> <li>• MATH 143/143P [College Algebra] Science, Engineering, Math, Exercise Science</li> <li>• MATH 157/157P [Elementary Education]</li> <li>• MATH 153/153P [Introductory Statistics] Nursing &amp; Health Sciences, Kinesiology, Humanities</li> <li>• MATH 103/103P [Career &amp; Technical]</li> </ul> <p>All have been rolled out</p>
<p>Math co-requisites – design and develop, prepare faculty to teach</p>	<p>DONSAM/ LAS Dean</p>	<ul style="list-style-type: none"> <li>• Math co-reqs have been designed and developed or are in process. See list above. Math 123P will be delivered FA20; others are being delivered now.</li> </ul>

### 3. Degree Maps with Proactive Advising

Defined as publically available and widely used visual representations of how every undergraduate major can be completed in two years at the associate level or in four years at the baccalaureate level. Degree maps support individual advisement with students (both in person and online) and the course planning needs of academic divisions. Maps empower advisors to effectively monitor progress and provide intervention as needed.

**LCSC Implementation Team:** Instructional Deans, Advising Team

Issue/ Next Steps	Lead	Status/ Outcomes/ Timelines
<p>Data</p> <p><u>Data needs</u></p> <ul style="list-style-type: none"> <li>Establish accurate and comprehensive data reports</li> <li>Institutional / Implementation Teams review data reports</li> </ul> <p><u>Follow-up</u></p> <ul style="list-style-type: none"> <li>Roadblocks to progression</li> </ul>	<p>IR&amp;E Implementation Team</p>	<ul style="list-style-type: none"> <li>On-time graduation and progression rates (addressed in #1)</li> <li>Progression rates by major; by major broken down by demographics</li> <li>Graduation rates by major; by major broken down by demographics</li> <li>Number and rate of major change</li> <li>Students who do not stay on degree map [who, who contacts]</li> <li>Use Colleague to identify those on Think 30 for ease of data gathering [Kati, Nikol]</li> <li>Provide targeted follow-up to non-Think 30s; those who ‘fall off’ Think 30</li> </ul> <p><b>Timeline: Annual reports to Institutional team by November 1</b></p>
<p>Meta-Majors</p> <ul style="list-style-type: none"> <li>Develop</li> </ul>	<p>Division Chairs/ Instructional Deans/ Provost</p>	<p>Meta-majors are developed; awaiting direction at state level [Received July CAAP meeting = statewide meta majors required]</p> <ul style="list-style-type: none"> <li>Health Professions</li> <li>STEM</li> <li>Business &amp; Marketing</li> <li>Arts, Communication and Humanities</li> <li>Manufacturing and the Trades</li> <li>Early Childhood and Teacher Education</li> <li>Social/ Behavioral Sciences &amp; Human Services</li> </ul>



<ul style="list-style-type: none"> <li>• Communication campaign [Recruit?]</li> </ul>	<p>Instructional Deans Admissions/ Advising Registrar/Records</p>	<ul style="list-style-type: none"> <li>• Sport Studies</li> <li>• Create web presence for each meta-major [Awaiting statewide discussion]</li> </ul>
<p>Finalize two and four year degree maps (sequential plans) for all degrees and certificates which include 15 credits/ semester, gateway English and Mathematics in the first year, and 6-9 credits within the major or meta-major</p> <ul style="list-style-type: none"> <li>• Include overview of major</li> <li>• Include conditions for admission</li> <li>• Include policies related to major (e.g., required GPA)</li> <li>• Fit with Student Planning software</li> <li>• Posted to web</li> <li>• Update PIF [new PIF codes?]</li> <li>• Chairs schedule courses based on maps</li> </ul>	<p>Division Chairs/ Deans Advising Divisions/ Advising Registrar/ IR&amp;E Division Chairs</p>	<ul style="list-style-type: none"> <li>• Updated academic map/ sequential plan submitted with curriculum proposals [Lori/ Dawn T.]</li> <li>• Liberal Arts and Sciences:</li> <li>• Professional Studies:</li> <li>• Career &amp; Technical Education:</li> </ul>
<p>Early Alert System</p> <ul style="list-style-type: none"> <li>• Mid-term grades</li> <li>• Data on students on early alert</li> </ul>	<p>Advising/ Faculty</p>	<p>Midterm alert system developed and implemented; ongoing Early alert system needs to be developed (first 4 weeks) – Implement FA20</p>
<p>Academic Coaching model</p> <ul style="list-style-type: none"> <li>• Developed</li> </ul>	<p>Advising/ Faculty</p>	<p>Implement FA19 Advising to be assessed in internal student surveys [first assessment FA19]</p>

#### 4. Momentum Year

Defined as building early momentum so student meet key, first year benchmarks: informed choice of meta major or major, enrollment in 30 credits, completion of six to nine credits in the program of study, and completion of gateway mathematics and English requirements. Provide early support and guidance that empower student decision-making, including use of interest assessments and labor-market data.

**LCSC Implementation Team:** Institutional Team, Student Employment Center, College Communications, IT

Issue/ Next Steps	Lead	Status/ Outcomes/ Timelines
<p>Data</p> <p><u>Data needs</u></p> <ul style="list-style-type: none"> <li>• Establish accurate and comprehensive data reports</li> <li>• Institutional / Implementation Teams review data reports</li> </ul> <p><u>Follow-up</u></p> <ul style="list-style-type: none"> <li>• Roadblocks to progression</li> <li>• Assessment of success of Momentum Year</li> </ul>	<p>IR&amp;E Implementation Team</p>	<p>Data from previous items and:</p> <ul style="list-style-type: none"> <li>• On-time completion of those on Think 30</li> <li>• Freshman to sophomore retention</li> <li>• 6-9 credits in major</li> <li>• SAP statistics – end of term</li> </ul> <p>Institutional student surveys</p> <p><b>Timeline: Annual reports to Institutional team by November 1</b></p>
<p>Define 6-9 credits in each major or meta-major</p>	<p>Divisions/ Instructional Deans</p>	<ul style="list-style-type: none"> <li>• Liberal Arts and Sciences: [Lori &amp; Mary FA19]</li> <li>• Professional Studies: [Lori &amp; Fred FA19]</li> <li>• Career &amp; Technical Education: [Completed for majors]</li> </ul> <p>Reporting in annual strategic plan</p>
<p>First year course schedules for meta-majors which include 15 credits/ semester, gateway English and Mathematics in the first year, and 6-9 credits within the major or meta-major.</p>	<p>Division Chairs/ Instructional Deans</p>	<ul style="list-style-type: none"> <li>• Liberal Arts and Sciences:</li> <li>• Professional Studies:</li> <li>• Career &amp; Technical Education:</li> </ul>

Establish Program Outcomes so students know core competencies of each major	Division Chairs/ Instructional Deans	Completed Spring 2019
<p>Career interest inventories</p> <ul style="list-style-type: none"> <li>• Assessments available to students</li> <li>• Dept. of Labor data re job opportunities and wages</li> <li>• Information on skills and knowledge needed for specific careers</li> </ul>	Advising Student Employment Ctr	<ul style="list-style-type: none"> <li>• Students complete early to identify career path/ major</li> <li>• Inventory degree finder page and 'candid career' [Kim] for content; where needed, include link to Dept. of Labor 'hot jobs' list/ others</li> </ul> <p>Done SU2019</p>
<p>Communication campaign</p> <ul style="list-style-type: none"> <li>• Internal Advisors</li> <li>• Internal faculty mentors</li> </ul>	Advising Chairs	<ul style="list-style-type: none"> <li>• Makes clear the student plan for all members of advising team [Done SU2019]</li> <li>• Ensures faculty understand Momentum Year concepts and enforce during mentoring appointments [Done SP2020]</li> </ul>
Admission processes [LCSC open access institution]	Student Affairs Instructional Deans	<ul style="list-style-type: none"> <li>• Non-cognitive factors such as academic mindset are addressed in New Student Orientation activities [annually, began orientation FA16]</li> </ul>
Expansion of programming: Mini-mesters; summer semester, shortened semesters, use of PLA	Registrar/ Instructional Deans/ Financial Aid	<ul style="list-style-type: none"> <li>• IP with Faculty Senate</li> </ul>

### 5. Better Deal for Returning Adults

Defined as increased attainment by inviting adult learners back to complete their education, providing a redesigned system that offers accelerated courses, year-round enrollment and predictable schedules Give credit for prior learning and experiencing, and addition support to help students navigate the system.

**LCSC Implementation Team:** Dawn Taylor, Fred Chilson, Luther Maddy, Kim Tuschhoff, Logan Fowler, and others

Issue/ Next Steps	Lead	Status/ Outcomes/ Timelines
<p>Data</p> <p><u>Data needs</u></p> <ul style="list-style-type: none"> <li>• Zip code data (some college but no degree)</li> </ul> <p><u>Follow-up</u></p> <ul style="list-style-type: none"> <li>• Monitor success of adult learners in terms of progression, completion</li> </ul>	<p>IR&amp;E Implementation Team</p>	<ul style="list-style-type: none"> <li>• Can zip code / county data be broken down into demographic groups?</li> <li>• Gather interest information from 5 scheduled Adult Learner open houses [Treasure Valley, Coeur d’Alene, Orofino, Grangeville, Lewis-Clark Valley]</li> </ul> <p><b>Timeline: Annual reports to Institutional team by November 1</b></p>
<p>Determine what adult learners want (degree programs, alternate schedules, shortened terms, support services)</p>	<p>VPSA/ Provost/ IR&amp;E</p>	<p>Fall 2019</p>
<p>Determine what employers want (which majors, which credential level)</p>	<p>VPSA/ Provost</p>	<p>Fall 2019</p>
<p>Communication campaign</p> <ul style="list-style-type: none"> <li>• Internal re Adult Learner program</li> <li>• External re programs, PLA, financial aid, opportunity scholarship</li> </ul>	<p>Communications</p>	<ul style="list-style-type: none"> <li>• In progress with Workforce Development Council grant [SU 2019 Destination LC in Lewiston, CdA, Grangeville, Orofino, and Treasure Valley]</li> </ul>

Establish shortened terms for Adult Learner majors and expand hybrid offerings	Instructional Deans/ Provost/ VPSA/ Financial Aid/ Student Accounts	IP Fall 2019
Establish a consistent alternate schedule for adults (Thursday evenings, Friday evening/ Saturday) for classes and support services	Instructional Deans/ Provost/ VPSA	Established in SP19 as Thursday evenings; support services may be open other evenings as well
<p>Prior Learning Assessment</p> <ul style="list-style-type: none"> <li>• Policy is updated in alignment with SBOE policy</li> <li>• Communication campaign: internal / external</li> </ul>	LAS Dean Adult Learner Team Registrar	<ul style="list-style-type: none"> <li>• Folded into Adult Learner promotional materials, open houses, etc.</li> <li>• Web page established SU2019</li> </ul>
Revise current financial policies to meet the needs of adult learners	VPFA	<ul style="list-style-type: none"> <li>• 30-day hold for first time borrowers has been adjusted [FA19]</li> <li>• Payment plan / process alterations under review</li> <li>• Adjustments to overload policies under review</li> </ul>
Establish orientation program for adult learners	VPSA	<ul style="list-style-type: none"> <li>• Done; implementation fall 2019 [August 8, 2019]</li> </ul>