Pathways Through the Pandemic
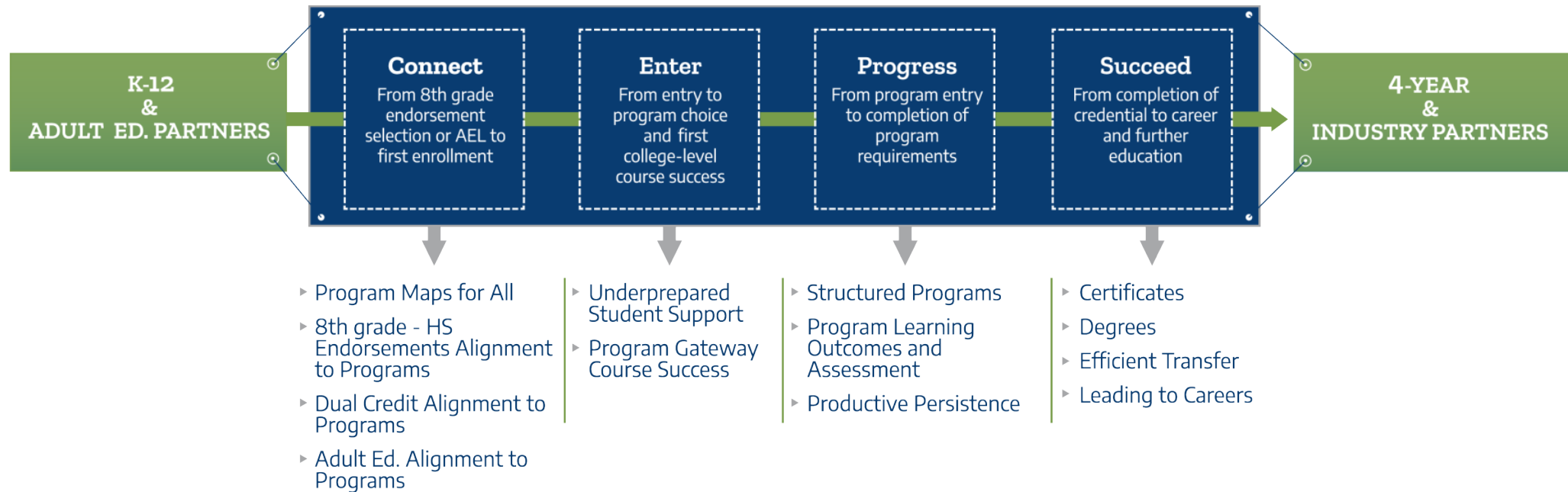
Texas Success Center

May 18, 2020

TEXAS PATHWAYS

Systemic Transformation Dedicated to Socioeconomic Mobility

K-12 & ADULT ED. PARTNERS

Connect
From 8th grade endorsement selection or AEL to first enrollment

Enter
From entry to program choice and first college-level course success

Progress
From program entry to completion of program requirements

Succeed
From completion of credential to career and further education

4-YEAR & INDUSTRY PARTNERS

- ▸ Program Maps for All
- ▸ 8th grade - HS Endorsements Alignment to Programs
- ▸ Dual Credit Alignment to Programs
- ▸ Adult Ed. Alignment to Programs

- ▸ Underprepared Student Support
- ▸ Program Gateway Course Success

- ▸ Structured Programs
- ▸ Program Learning Outcomes and Assessment
- ▸ Productive Persistence

- ▸ Certificates
- ▸ Degrees
- ▸ Efficient Transfer
- ▸ Leading to Careers

Texas Pathways Institute #2

- Mapping Pathways to Students' End Goals I: Careers
- November 18-20*
- Advance work update – early June
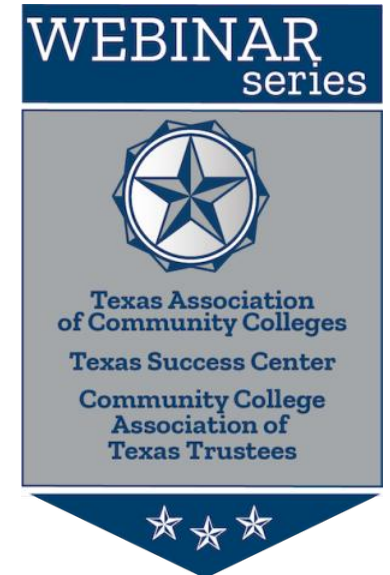- https://tacc.org/tsc/events

Texas Success Center

Multiple Measures in California: Research & Implementation

- May 28 at noon

- Dr. John Hetts, Visiting Executive, Research & Data, California Community College Chancellor's Office

- https://tacc.org/tsc/events
  - Registration information coming soon
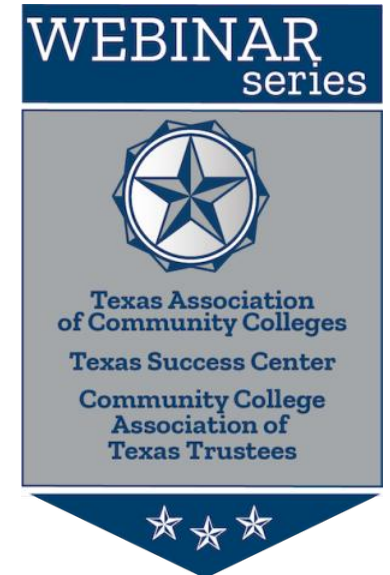
CCRC Virtual Workshop Rescheduled from April Institute

- June 25 at 10:00 a.m.

- Accelerating Guided Pathways Reforms by Analyzing Students' Entry into Programs of Study
  - Dr. Hana Lahr, Senior Research Associate, CCRC
  - Dr. Davis Jenkins, Senior Research Scholar, CCRC

- Advance work
  - 2020 Texas Program-Level Data Template (Excel)
  - Texas CCRC Workshop Data Request (Word)

- https://tacc.org/tsc/events
  - Registration information coming soon

WEBINAR series

Texas Association of Community Colleges
Texas Success Center
Community College Association of Texas Trustees

Texas Success Center

Presenters

Dr. Alison Kadlec
Founding Partner, Sova

Dr. Rob Johnstone,
Founder, NCII

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tacc.org/tsc

Sova's Goals

- Help teams think about what it means to protect, advance, and/or reset guided pathways priorities amid the unknowns of the COVID-19 crisis.

- Provide concrete tips and tactics to strengthen and galvanize student success leadership teams across silos under the current conditions.

SOVA

Checking In With Yourself

Which of these best describes how you're feeling today?

A. Hopeful, proud & energized

B. Tired but proud

C. Tired & worried

D. Pessimistic, drained & afraid

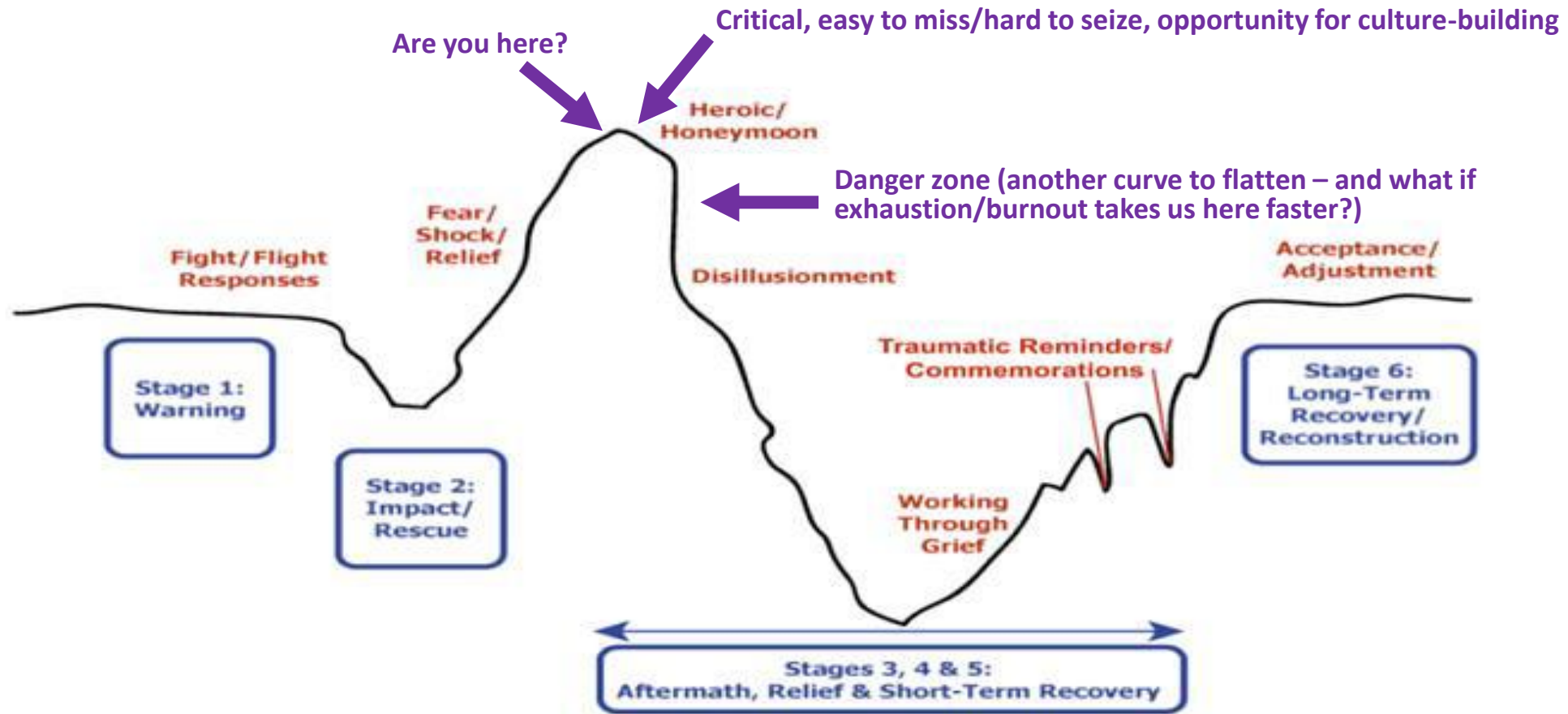# How to think about your student success work in a time of crisis – Frame 1

- Phases of emergency management hold across types of disasters, but COVID-19 represents a new kind of crisis

  - Unknowns about the length, severity of the pandemic

  - Unknowns about the impacts on communities and the economy

  - Threat of toxic politics is real

- Contingency planning for operations is hard enough, but what about contingency planning for student success work?

Recovery
Actions taken after an emergency to restore and resume normal operations

Mitigation
Efforts to reduce the effects or risks associated with hazards

Continuity

Response
Actions taken during an emergency to save lives, property, and the environment

Preparedness
Actions taken prior to an emergency to facilitate response and promote readiness

Continuity
Actions taken to protect the campus mission from disruption. Continuity influences all four planning phases of Emergency Management

Source: www.masslocalinstitute.info

SOVA

How to think about your student success work in a time of crisis – Frame 2

Are you here?

**Critical, easy to miss/hard to seize, opportunity for culture-building**

Danger zone (another curve to flatten – and what if exhaustion/burnout takes us here faster?)

Heroic/ Honeymoon

Fear/ Shock/ Relief

Fight/Flight Responses

Disillusionment

Acceptance/ Adjustment

Stage 1: Warning

Stage 2: Impact/ Rescue

Traumatic Reminders/ Commemorations

Working Through Grief

Stage 6: Long-Term Recovery/ Reconstruction

Stages 3, 4 & 5: Aftermath, Relief & Short-Term Recovery

Adapted from the Institute for Collective Trauma & Growth

SOVA

Resetting/Protecting Student Success Work

➢ **Practice self-awareness & meet people where they are**

➢ **Orient to purpose & listen to those closest to students**

➢ **Collectively consider the adage "Never Waste a Crisis," but be mindful of the threats that come with exhaustion**

➢ **Calibrate to collaboration, and embrace the muscle-building it entails**

➢ **Prioritize supporting leadership from the middle, and connect the right dots**

➢ **Revisit student success priorities & overcommunicate about your values**

➢ **Upskill in budget conversations by practicing**

➢ **Interrogate your meetings, beware "Zoom fatigue"**
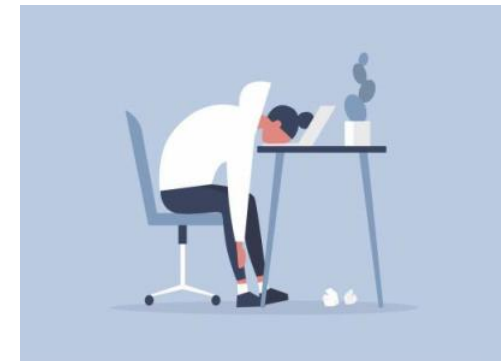
SOVA

Tips for Resetting Student Success Work

- **Practice Self-Awareness & Meet People Where they Are**

  — Stress negatively impacts creativity, resilience, optimism – (precious resources you'll need in abundance) – so be aware of where you are and practice perspective-taking at each step

- **Orient to Purpose & Listen to the Frontline**

  — *"I'm more aware than I've ever been about my students as humans. We're all seeing each other in raw, real ways." – Faculty Member*

  — Understand faculty & staff experiences with students and administration by listening

- **Collectively Consider the Adage "Never Waste a Crisis" (carefully)**

  — *"This crisis is exposing gaps that we've known about but haven't fixed. If we're ever given the chance, we can't go back to business as usual" – VP Student Success*

  — Leverage opportunities to accelerate progress, but not at the expense of careful, consistent attention to creating a culture of care for the entire campus community

  — Prioritize getting clear about, and communicating clearly about, important decisions as they're made – err on the side of transparency to build confidence

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Reflection

➢ What are some of the things you're most proud of in your institution's response to the crisis?

➢ What are the gaps, challenges, inequities being exposed in the crisis that you want your institution to stay focused on?

➢ What are some of the things you've been able to accomplish, or that you think you'll be able to accomplish, because of your current circumstance?

SOVA

Tips for Resetting Student Success Work

- **Calibrate to Collaboration**
- **Prioritize Supporting Leadership from the Middle**

Understanding Motivation, Building HEROism
*(**H**ope, **E**fficacy, **R**esilience, **O**ptimism):*

- ✓ Don't try to circumvent the "working through" process that faculty & staff need to go through and crowd source the best ways provide authentic, valuable peer support (bright spots across institution)

- ✓ Document the honeymoon period so that you can return to those pride points as things get tougher

- ✓ Equip Deans, Chairs and Directors to support the least equipped faculty and staff in developing confidence & self-efficacy with new ways of serving students

- ✓ Ground communication and engagement in recognition and appreciation of the ways in which frontline faculty & staff are stressed and pressed

SOVA

Tips for Resetting Student Success Work

- **Revisit Student Success Priorities & Overcommunicate about Your Values**

  — Revisit your core "why" of student success priorities, reset your case-making by anchoring in your values and mission

  — Weave together your COVID/crisis communications with visible attention to your student success strategy

- **Upskill in Budget Conversations by Practicing**

  — Connect the dots between budget crisis conversations & student success priorities to ensure clarity about impacts of budget decisions made

  — Unpack the implications of the CARES stimulus relief for guided pathways and use this as an opportunity to build stronger working relationships between student success leadership teams and the financial aid team

SOVA

Tips for Resetting Student Success Work

- **Interrogate your meetings, beware "Zoom Fatigue"**
  - Improving meetings was a key need *before* COVID, even more important (and more difficult) now

  - Clear, achievable agendas & solid facilitation remain key

  - Check in with people on a personal level first

  - Practice community organizing skills to compensate for lack of connectors

  - It's not your imagination: life on video conferencing is exhausting

    - Don't assume all meetings are best on video

    - Don't assume all meetings should be 1 hour

    - Consider meeting size, consider recording to cascade information

    - Harvest insights from your best faculty about fostering learning/collaboration in virtual formats

SOVA

Thank you! And now to Rob… ☺

alison.kadlec@sova.org

NCII & Friends
Thoughts on Guided Pathways
in a COVID-19 World

Rob Johnstone
Texas Student Success Center
May 2020

NATIONAL
CENTER FOR
INQUIRY &
IMPROVEMENT

Attribution and thanks...

The content in this presentation was informed by the energy and thought capital of a wonderful group of NCII's national partners including:

- ✓ Kay McClenney and Gretchen Schmidt of AACC
- ✓ Davis Jenkins, Hana Lahr and John Fink of CCRC
- ✓ Linda Garcia and Evelyn Waiwaiole of CCSSE
- ✓ Josh Wyner and Keith Witham of Aspen
- ✓ Ed Bowling of Guilford Technical Community College
- ✓ Chris Baldwin of Baldwin Consulting

We thank them for our continued partnership and their efforts helping the field with important thought capital and research.

Section 1:
Guided Pathways in a COVID-19 World

Guided Pathways Backdrop

- **Guided Pathways has always been about colleges making system-level changes to our cultures and structures to fundamentally evolve and optimize the student experience so vastly more students complete.**

  - ✓ **"This pandemic exacerbates the existing flaws in our process and systems especially for our most marginalized students – but it also forces us to try and fix them." - CC Guided Pathways Leader**

  - ✓ **"GP was really birthed to address a existing crisis – and this pandemic is a new crisis that is forcing us to finally address the existing crisis." – CC Administrator**

Guided Pathways in a COVID-19 World

- We asked some of the top Guided Pathways leaders in the field from CCRC, Aspen, AACC, CCSSE and NCII/ Consultants for their thoughts and recommendations for how GP efforts need to evolve in a COVID-19 World.

- The following pages summarize their thoughts – which aren't meant to be the definitive word on the topic but rather to stimulate college thinking, planning and action.

- As a group we agree with all of the recommendations – but we have noted the primary source of each recommendation on the slide

Overview: Guided Pathways Thoughts & Recommendations in a COVID-19 World

1. Full Program Educational Plans
2. Maps Targeted to Different Segments
3. Online Advising
4. Student Support Teams
5. Connection & Belonging
6. Effective Teaching Online
7. Integrating 21st Century Skills & Active Learning
8. Technology-Related Inequities
9. Integration of Student Financial Stability Efforts

Guided Pathways Thoughts & Recommendations in a COVID-19 World (1)

- **Full-Program Educational Plans (AACC & CCRC)**

Colleges need to ensure each student's completion of a full-program education plan. Getting help from their college in developing a plan has long been cited by students as perhaps the most important service their college provides. That's in ordinary circumstances. In the pandemic environment, with its multiple disruptions and hardships, this commitment takes on even greater importance. It gives students a reason to return, a purpose and direction, and maybe a vision of a way to surmount the recession.

Guided Pathways Thoughts & Recommendations in a COVID-19 World (2)

- **Maps Targeted to Different Student Segments (CCRC)**

Each academic division or major should put together a short set of recommended program maps that consist of <u>now available</u> offerings (from short workshops to full programs) that ONLY include coursework designed to enable students to advance better jobs or transfer with junior standing in a major. They should develop maps for different sorts of students – including dual-enrollment, post-HS, reverse transfer, unemployed / underemployed adults, displaced workers seeking a new career

Guided Pathways Thoughts & Recommendations in a COVID-19 World (3)

- **Online Advising (Aspen)**

Set up a centralized and significantly enhanced online advising and/or call center resource that can help existing students access emergency aid, obtain mental health services, locate community resources, and get advice on completing their courses/programs and continuing their studies (including transferring).

Guided Pathways Thoughts & Recommendations in a COVID-19 World (4)

- **Student Support Team (CCRC)**

Assign every student a faculty and experienced student in the student's field of interest as resources for students in their planning and navigating the college and connecting them with learning.

Guided Pathways Thoughts & Recommendations in a COVID-19 World (5)

- **Connection & Belonging (AACC)**

Even more so now colleges will need to help build each student's sense of connection and belonging. This is another of the fundamentals we've learned from students themselves. Colleges have never been very good at this in the online environment; but now is the opportunity to crack the code. How can they take online what we've been talking about as "learning community" functions of the metamajors?

Guided Pathways Thoughts & Recommendations in a COVID-19 World (6)

- **Effective Teaching Online (Aspen)**

Colleges need to enhance institutional capacity for effective teaching on-line. Helping faculty improve their on-line teaching, defining what the institution's standards of excellence are for teaching on-line, and developing new procedures for tracking student success, interventions for struggling students, and identity authentication for testing are a few of the capacities that need to be enhanced.

Guided Pathways Thoughts & Recommendations in a COVID-19 World (6b)

- **Evidence for Need for Effective Teaching Online (CCSSE)**

I just heard a student on a webinar panel talk about the transition to online learning. From her experience…one instructor is doing well teaching the course online. For another instructor….the student has yet to receive any communication about the course. And, for another instructor…that instructor is constantly communicating as if the course is never ending throughout the day, which has made it challenging for the student. We need to think about how to help colleges better prepare & support faculty for online teaching.

Guided Pathways Thoughts & Recommendations in a COVID-19 World (7)

- **Integrating 21st Century Skills & Active Learning into Pedagogical Approaches (CCRC)**

Do training with faculty on implementing 21st Century Skills into all intro coursework, regardless of subject. More than ever, students are going to need these skills to thrive in a post-COVID economy, and as Diego Navarro (link) points out, 21st century skills can only be taught through active learning and will be welcome to faculty who are looking for activities to engage students on-line or in the classroom.

Guided Pathways Thoughts & Recommendations in a COVID-19 World (8)

- **Technology-Related Inequities (AACC)**

Colleges need to address technology-related inequities. For many students, the only device they have is their phones. Are colleges adapting to that format? Or is the strategy to make laptops available? If so, how many and to whom? And how are they extending free wi-fi service beyond campus buildings (e.g., extensions in parking lots, etc.)?

Guided Pathways Thoughts & Recommendations in a COVID-19 World (9)

- **Integration of Student Financial Stability Efforts (NCII)**

Ensure that students are aware of and can access the suite of immediate and longer-term supports--beyond traditional financial aid--that can address their basic needs so they can focus on and advance in their educational pathways. Relevant supports include unemployment insurance, public benefits like SNAP, etc. Faciliate professional development to build the knowledge of faculty and staff.

Section 2: The Advancing Equity Through Guided Pathways Series Overview

Equity Through Pathways

- Pathways movement is grounded in a desire for equity in the student experience and the structural reforms necessary to ensure equitable outcomes

- But…pathways does not automatically equal equity
  - ✓ Alone or automatically neither does disaggregating data by race or SES or a focus on cultural competency

- We need mindsets and structures and the efforts of individual practitioners to work together to produce the outcomes we want for all of our students - especially those underserved and discriminated against historically

CAGP Advancing Equity Through Guided Pathways Series

- Supplemental work to 20-college California Guided Pathways Project based on AACC GP Institute Model

- July 2019 Convening – identified 10 topics for initial set

- Each 3-4 page guide has (a) short explorations of a GP topic with an equity lens from the authors' perspectives; (b) 3-5 discussion questions; and (c) 1-3 data tasks

- Released in April 2020 and available on NCII website here

Guides are designed to help start or advance discussions on a college campus – not serve as the definitive word

Organized by Loss-Momentum Framework

- We have used the *Loss-Momentum Framework* from Completion by Design as an organizing aid to explore key equity through pathways questions (could also use *Four Pillars*)

- The LMF focuses on students progressing through Connection, Entry, Progress/ Completion and Advancement stages on their journey with the college.

CAGP *Advancing Equity Through Guided Pathways* Guide Titles (1)

1. **Connection – Supporting Students From Application Through The First Day of Classes**

2. **Connection: Creating Student Connection & Belonging upon Entry**

3. **Entry: Taking an Asset-Based Approach to Student Onboarding**

4. **Entry: Reducing Student Equity Gaps in Transfer-Level Math & English Attainment**

CAGP *Advancing Equity Through Guided Pathways* Guide Titles (2)

5. **Progress/Completion: Reframing Classroom Instruction to Better Engage a Diverse Community of Students**

6. **Progress / Completion: Creating Active and Culturally-Responsive Learning Environments for Students**

7. **Progress / Completion: Integrating Non-Academic Supports into the Student Journey**

CAGP *Advancing Equity Through Guided Pathways* Guide Titles (3)

8. Culture: Fostering Faculty Diversity

9. Culture: Leading Culture Change to Promote Equity: Perspectives from a CEO of Color

10. Culture: Leading Culture Change to Promote Equity: Perspectives from a White CEO

11. Culture: Institutional Self-Assessment for Equity

Find Out More

- **NCII website (including GPRS, Advancing Equity Through Pathways & A2I2 Cohort Model):**

  http://ncii-improve.com/

  http://ncii-improve.com/gprs/

  http://ncii-improve.com/advancing-equity-through-pathways/

  http://ncii-improve.com/a212-cohort/

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