2020-10-21 Meeting Learners Where They Are: Strategies and Tools for the Next Era of Learning

11:57:34 We're going to start and that'll let everybody,
11:57:36 and so if we're all ready to go,
11:57:37 I'm going to start sharing my screen and I'll everybody leave your
11:57:40 cameras on any last minute questions and thoughts.
11:57:43 All right.
11:57:44 Well, good.
11:57:45 What fun.
11:58:16 Welcome everyone.
11:58:17 This is Terri from NROC for going to get going here in
11:58:20 just a minute.
11:58:21 This is just a chance to let everybody get in the room and check your
11:58:24 audio controls.
11:58:25 A much shorter process than we've had historically now that we're all
11:58:27 Zooming all the time.
11:58:28 Thank you for being here.
11:59:12 I think we'll get rolling and let folks arrive. Um,
11:59:16 thank you all for taking time out of your busy,
11:59:18 busy day to meet us today.
11:59:32 We're really excited to have a wonderful group of panelists here.
11:59:36 Um, just a couple of housekeeping things before we get going today,
11:59:39 we're going to be using the questions area.
11:59:41 So just send your questions in the Q and A area as they occur to you.
11:59:45 And as time allows we'll, we'll tackle some of those at the end.
11:59:48 As always this session will be archived and NROC.org.
11:59:51 So you'll be able to share it with others and revisit the conversation
11:59:54 yourself.
11:59:55 We invite you to contribute on Twitter using #NROCPD.
11:59:59 And if you have any trouble with Zoom,
12:00:01 you can email Jill at Member Services, or you can text her.
12:00:04 Or chat with her.
12:00:21 Uh, in the chat area, um,
12:00:22 we have just started using the Zoom room. So, ah,
12:00:25 we're getting these to it, but we are, I'm like supposed to,
12:00:28 he probably know how to use it quite well,
12:00:29 but we're going to be using the chat for more informal comments and
12:00:30 feedback today and the Q and A will, um, be,
12:00:34 be used for questions that will direct that the panelists we have
12:00:37 enabled rep for this session.
12:00:38 So if you'd like to access closed captioning,
12:00:40 you can do so on the bottom of your screen.
12:00:42 Um, by controlling that, um,
12:00:45 by size or just getting the transcript.
12:00:47 With that we’re going to get going. Um,
12:00:49 just to remind her about who NROC is in our efforts to improve.
12:01:05 A student's success in college readiness.
12:01:07 We are so thrilled to collaborate with many of our partners and
12:01:10 members to refine our technologies,
12:01:12 to make sure they're making a difference with students and today's
12:01:15 group of panelists, um, are,
12:01:17 are all very skilled at student success initiatives and building some
12:01:21 bridges using some of these new kinds of tools.
12:01:23 So we've asked them here today to share some of what they've been
12:01:26 learning and seeing that might stick in this COVID period. And.
12:01:30 Some of the initiatives that they've got underway to improve a
12:01:32 student's success.
12:01:33 I'm going to ask each of them before we get started with this
12:01:35 conversation.
12:01:37 I'm going to ask each of you just to say a quick hello and, um, on,
12:01:40 on camera.
12:01:41 Folks know.
12:01:42 Um, what your work is about Karen.
12:01:44 Hi, everybody. Karen Vignare here from, uh, uh,
12:01:47 executive director with it.
12:01:49 Uh, personalized learning consortium at APLU.
12:01:51 So sending here outside of DC, don't hold that against me.
12:01:55 Um, and, um, we are so excited to be doing work with,
12:01:59 um, adaptive and personalized learning. We're seeing a great deal of,
12:02:03 um, student success and savings for students.
12:02:06 Once they pass courses they otherwise would not have.
12:02:09 So I'll turn it over to Hae.
12:02:11 I'm Hae Okimoto.
12:02:16 Uh,
12:02:17 associate vice president for student affairs and director of academic
12:02:20 technologies, both at the system level,
12:02:23 which is our seven community colleges and our three,
12:02:25 four year institutions. And then next to Eric.
12:02:27 Hello, my name is Eric Ban.
12:02:29 Uh, managing director of the Dallas County Promise here at the Commit
12:02:32 Partnership in Dallas.
12:02:33 And the Commit Partnership is a strive network,
12:02:35 collective impact organization. And we work both at the.
12:02:38 Uh, regional level here as well as the state level in Texas and work.
12:02:46 Privileged to work with and rock on a state level implementation of
12:02:50 the EdReady work for math and English here for a Texas high school
12:02:54 students.
Fantastic.
So I'm going to just. Jump in then Terri. Um, Yeah.
So our President of NROC, and I'm super thrilled to have this collected. Depth of experience in brain power on this, on this call. So.
You know, try to provide a backdrop. And for what led to, uh, why we even kind of wanted to pull you all together to have a conversation? Um, obviously we're all dealing with the fallout from the COVID-19 pandemic. Um, I think we can all agree that it's been hugely disruptive and pretty much every facet of our lives, but certainly, uh, I think a lot of the news that's really focused on the disruption in education.
Um, and that's true at every level. And.
In some ways. I would say for our sector, by our sector. I mean, those of us who've been working for years thinking about the intersection of technology and education and thinking about personalized learning, they could about digital. Media open educational resources, et cetera, et cetera. Right. You know, much of that work, I think has been.
In a backdrop, but how do we change practice, right? How do we get people to think about what they're doing more carefully and then are there ways we can improve? And I would say the pandemic. Uh, was kind of like dropping it. A bomb into everything.
Because suddenly, you know, Oh yeah. I guess we're doing online. Whether we ever really wanted to or not. Um, okay. I guess, you know, all this sort of legacy practices. Are we comfortable with are either no longer doable or highly questionable.
So. In a lot of ways. One of the ways we're trying to think about this is yes, there are in your time. Issues are near time drivers that, that I think of effective practice. And we're,
I think we want to hear from all of you about kind of what you're seeing from, from your perch in terms of how people are reacting, what are some of the changes that are coming through? But we also want to step back and recognize that. A lot of the problems that I think have really emerged in popular consciousness were always there. It's just that we had limited their applicability to a subset of our students. Right. They were problems where the most at-risk students, they were problems just for students on a particular transfer pathways. What have you. And, and I think our work historically has always recognized that really no. Right. I mean, there were a lot of students, probably the majority of students who are being affected. Bye. Bye. These, these systems and these processes. These legacy practices that really needed to be updated. And, is there an opportunity here? Now, now that they're sort of more awareness of that. Is there an opportunity here looking forward. Um, and what are your predictions in a way, uh, you know, what might stick, right? Like what are the maybe permanent changes that we might see? Um, or at least the shifts in thinking as, as we look ahead. So, uh, to start off, I would love just for. Maybe each of you to take up your moments, to talk a little bit about kind of what you're seeing, uh, from your, from where you're sitting. In that general theme, take a few minutes each and then. Uh, well, probably just roll naturally. And the whole, yeah. Number of questions and conversations from there. So Karen, why don't you start? I'm happy to jump in Ahrash and glad to be here. I'm not sure I deserve the brain power, but I do know my colleagues do. Um, so at APLU we obviously represent some of the largest land grants and we also represent, um, the 1890s. For those of you that don't know. Um, those are, um, the, uh, public HBC Us that were started in 1890. Um, after the second Morrill Act. So we, and they generally, like some of my colleagues will talk about here. Um, generally have the highest levels of Pell.
Um, students.

And, um, one of the things that, um, is pretty, um,
consistent, and I think we see this all the time.

We know that, um, connectivity and devices.

Uh, we're very difficult to come by.

Even when institutions stepped up to either providing Wi-Fi or
hotspots or.

Um, lending out, um, equipment, um,
that these students are predominantly.

Um, predominantly really depend on, um,
the institution, um,
for their connectivity and their devices.

That's probably.

Unfortunate today,
but it's actually a huge opportunity for all of us as we go forward,
because now we can really think about a learning community with them
really embedded in it.

Uh, um, as we kind of think of the future forward,
I'm going to shift just a little bit to answer the sort of broad
theme.

That you brought up. So.

Even though we know those students struggled. We are,
we are seeing a, um, across the board faculty.

I mean, our it departments,
everyone has really jumped in to, to skill up,
but what is very, very clear.

Is that, um, skilling up.

Uh, um,
if you're not using some kind of personalized learning technologies in
our foundation courses in our early courses and our co req courses.

That it is very difficult for students to keep up.

Students need immediate practice and immediate feedback.

And we need faculty who can read that data so that they can outreach
to them. We've seen, um,
through some of the work that I do with Every Learner Everywhere. Um,
there was a great study put out by Digital Promise called Suddenly
Online. We have seen that what students, uh,
students are less satisfied if you don't have some of the best.

Uh, practices actually, um, input it into your class.

And we have seen and heard from faculty and students.

That those using adaptive. Coursewares like, again, the EdReady,
but there's lots of others because we work with biology.

We work with others.

There are tools out there that are really helping our students stay
engaged in their learning.
I'll let some other colleagues jump in and look forward to the conversation.
Yeah.
Thanks Karen. And then I think you hit on a few.
Items that I think we'll want to circle back to you as well, which is,
and this has certainly been our position from inception that,
you know, technology is clearly a big part of what we do,
but technology is not the answer.
Right. It is necessary, but not sufficient.
And, and it's also about how do you create community?
How do you create engagement?
When are the face-to-face virtual or otherwise opportunities that you fold in, et cetera. So, yeah, really thinking about the practice,
given the tool sets that we now have.
Turn it over to you. Hae.
Kind of follow ups.
Kind of following up.
I'm in my office and every so often, if I don't move often enough,
then the lights go off. And so.
Um, it makes funny things happen. Um,
following up on what Karen has said,
I think one of the things that we learned in this go around was.
That we could do more than we thought we could do.
Students can do more than they thought they could do.
But reality was how do we connect these together so that what they do
is meaningful and what they do leads to the next step in their education.
Um,
And.
So one of the things, one of the examples I would give is, you know,
what we've been University of Hawai‘i System has been involved in the whole ed ready project for years. And I've had many,
many conversations with many, many people,
especially at JSU and Chattanooga around placement.
But with campuses closing and placement testing centers, closing,
we finally could start thinking about how can we implement.
Um, EdReady in all of our English math placements instead of only in certain. And we're finding that we can,
and that students are successful because we're giving students control over what.
They don't know and how to learn what they don't know.
And then what they already know,
they can just review and move forward.
Yeah, that's great. And it's always, I think a nice story when.
When, you know, people, people will say, Oh no,
and you get thrown into the deep end at home. Hey,
it turns out you can swim. Um, it's better to know that ahead of time,
but.

I guess you take what you can get.
So, uh, Eric.
Yeah.

Uh, similar to, Hae, I've been engaged with NROC for a long time,
in many different seats that I've sat in,
including a high school principal seat.

And, uh,
You know, just understanding the power of the personalized learning,
which really was.
Um, very difficult in a non COVID time.

To really.
Uh, become.
Accepted.
As a way to think about how we change our practices.

With teaching and learning,
particularly from our math educators perspective.

To now. And I think, uh, you know, meeting the moment,
like meeting students where they are because now more than ever,
students are in very different places and we don't even know what
places they're in. And so having an ability to.

You know, bring students in,
understand where they are and map a path to success.

That's personalized and individualized.
Is probably more critical than ever.

You know, the, um,
The pandemic.
Uh, and our challenge in our current reality here.

Probably will make some of what should have been.
Uh, embraced.

Prior to this probably become more embracing, embracing. So we've,
we've been having a lot of interrupt conversations with K-12 and
higher education partners in Dallas for.
The last three years, the pandemic really.
Uh, shined a light hard, not only in North Texas, but the,
the state Texas Education Agency kind of reached out and began some
conversations, you know,
all of our college readiness initiatives that were heavily
incentivized and, um, with some very.
Uh,
innovative policy in Texas kind of went by the wayside because a lot
of them relied on.
Standardized testing with act sat and other means.
Those plans went right out the window and.
We quickly brought in NROC that help us with those conversations
and say, you know, those aren't viable.
And they probably were never the full or they never wear the full
solution anyway. So let's have a conversation about, um,
You know, the,
the methodology here of meeting students where they're at.
And leaving them.
Appropriately on individualized path. So.
We're now rolling out across.
You know, 160 school districts across Texas.
Uh, with, you know, about 20 higher ed partners across the state,
all working together and still very new, but, um, uh,
I have great hope that.
Through this, uh, through the dark clouds comes that silver lining.
Right. And that we can.
Kind of figure out the better path forward.
Yeah.
Exciting stuff. I guess I would love to hear each of you.
Um, speak a little bit as well about.
when we think about systemic or sort of process.
Oriented aspects to current educational practice.
Meaning pre pandemic,
but now really current educational practice during the pandemic.
And I always think about looking forward.
A lot of it has to do with student progression.
Right.
Students moving from one system to an ex from high school to college
or from a community college into a four year or even just a one
program to another.
Problems of transfer and placement. You mentioned. Hae and so on.
And those historically have been incredibly difficult conversations to
have because you have different actors with different drivers that
don't necessarily need or want to work together.
And so when you're trying to find those bridges, if you will,
where you can make this just more sensible for students.
It.
I can feel a lot like having to manage conversation,
totally different conversations where people are having in completely
12:16:15 different rooms.
12:16:20 Have you seen a shift in that, in, in your own work? I mean,
12:16:23 what do you, what do you think about that kind of multi-sector, uh,
12:16:26 cooperation aspect to this.
12:16:28 Just go back through the same cycle. I don't see. Okay.
12:16:30 Yeah, happy to jump in. I think I'm at.
12:16:45 The institutional level, we've seen, uh, groups of people, uh,
12:16:49 working together in ways they never did before.
12:16:53 Right? Like the, the, the, um, incredible advantage of.
12:16:57 Of Zoom or teams or any of these online tools was that you actually
12:17:02 got to engage more people in the discussion.
12:17:06 And so partly that was to address, um, internals,
12:17:10 systemic issues.
12:17:16 But then they began to think a little bit about, um,
12:17:19 the issues that, that extend quote unquote in the pipeline. Right?
12:17:22 Um, I think many of our schools are still struggling with.
12:17:30 That transfer. And again, representing generally just four year,
12:17:34 universities are still struggling with how are we going to work,
12:17:38 um, in this learner variability area, right? Like.
12:17:41 There is no doubt.
12:17:43 That's some of our students did thrive,
12:17:45 but many of them have been under such severe pressure.
12:17:48 A lot of our students that are, you know, uh, um,
12:17:51 what we would normally call in equity groups, right. Uh, black, uh,
12:17:55 um,
12:17:57 Latinx. Uh, um, certainly, um,
12:18:00 Hawaiian or tribal, um, Asian Pacific, all of those.
12:18:13 Have been in a severe economic crisis as well. And,
12:18:17 and I think it's,
12:18:18 it's more likely that we have more learner variability and that's
12:18:23 bringing together another level of, of discussion.
12:18:28 On how do we lower the barriers,
12:18:31 recognizing that we now have a wider kind of problem at hand.
12:18:36 And I think we're starting to hear some good conversations around
12:18:40 that.
12:18:41 I don't think we all have answers yet.
12:18:46 Uh, um, but I think,
12:18:48 I think it's a much more likely that this really does stem and partly
12:18:53 we've all seen the enrollment drop right. In our community colleges.
12:18:56 Right.
12:18:57 And particularly around those that we're trying to get certificates.
12:19:00 Um, losing that population of students is, is,
12:19:03 is we can't accept that. Right?
12:19:04 Like we have to figure out ways to re-engange them.
And I think we're all trying to figure that out right now.

You know, traditionally when we think of our height, you know, since I work at the system level, we often think about the summer melt.

You know, traditionally we've had quite a number of students who graduated from high school and then didn't end up at a four year or a two year institution or any institution at all. That's always been a problem for us.

But one of the things that we were very concerned about this summer was that for our high school, graduating seniors, who didn't really have that natural even progression of finishing up the spring semester, graduating and then starting the quote orientations and the onboarding structure.

Um, I think for us, we ended up doing much more. Um, work with our K-12 in terms from system to system, we've always had a, you know, because we're one system of higher ed and one system of K-12, it's been easy by this year as required, much more focused conversations. And so part of it was, you know, how do we make sure that as a students and unfortunately the problem for the Hawai'i was in our K-12 system. I don't think our institutions are as prepared to go remote learning as we were at the university, only because they have so many more students and the socioeconomic disparities are, and.

Um, even in certain regions of Hawai'i, you don't can't really get. Data.

Um, sell services, barely functioning there. And so part of our work has been to reach out and make sure.

So let me just kind of explain a few things that we worked on that we thought were fairly, um, useful.

When we've made a concerted effort of reaching out to our students, our high school seniors.

Um, and we have a, we have a shared data exchange program. And so we could reach out to them and say, Hey, seniors, by year. I'm not playing sports while you're not engaged in lots of other. Uh, activities at your high schools. Here's Ed Ready to get you ready for English math. In addition, then with grants from the inside, from our community, we were able to say to our students.
12:21:30 Come take during the summer.
12:21:34 One course free.
12:21:36 You know, and then to be ready for that one course starting in June,
12:21:39 July, make sure you do the ed ready so that you can be ready.
12:21:45 And then we made sure that all of our,
12:21:47 what we call our exploratory courses in health, in business,
12:21:51 in STEM, in hospitality.
12:21:55 Again, we're available to our high school students to say,
12:21:57 come take these courses with us without any cost to then be,
12:22:01 make that transition.
12:22:08 And I want to say that, you know,
12:22:09 we actually had about 1,490 high schools graduating seniors take part
12:22:15 in 121 courses across our seven community colleges.
12:22:18 And of those students who participated 75%.
12:22:21 Registered for, for the fall semester.
12:22:23 And so I think by having this very, um,
12:22:26 concerted and very concrete.
12:22:30 Ways of students to engage. It provided them an option to say, okay,
12:22:33 this is my next step. I can do this.
12:22:48 Just a quick followup on that. I mean, so that's a great story. And,
12:22:51 and obviously you spoke to trying to reach those students who are
12:22:53 maybe a bit further off the grid or at risk,
12:22:55 but why is there any limit on that? I mean, why is just basically,
12:22:58 Hey, you know, if you're considering college at all,
12:23:00 Here's these programs that we want you to participate in because
12:23:03 frankly, everybody,
12:23:04 especially given the disruption in schooling probably could use the
12:23:07 refresher.
12:23:08 What was your strategy on that?
12:23:10 So this was actually to all of our graduating seniors from our public
12:23:14 high schools.
12:23:27 Um, and we had that information.
12:23:28 The Department of Education was wonderful in working with us,
12:23:31 but of course we also use a lot of media, right.
12:23:33 We weave.
12:23:40 We realize that the message to parents for their children,
12:23:43 for the message.
12:23:44 Students on social media.
12:23:46 Um, but.
12:23:56 All of those factors,
12:23:57 I think we had to use so that we could reach students wherever they
12:24:00 were.
12:24:07 Right.
Excellent.
Eric.
You want to pick up? Yeah. Um,
So we have a couple of different contexts here.
So the sandbox of Dallas County,
and just to give everyone a sense of a scale.
So we have 30,000 high school over 30,000 high school seniors in
Dallas County. So an 800 square miles.
We have more high school seniors than the neighboring state of
Arkansas and 56,000 square miles.
Three out of four of our students are economically disadvantaged.
So we educate 10% of Texas and 1% of the nation in 800 square miles.
The, um,
So we have some pretty intense.
Uh, challenges here.
As we focus on Dallas County.
We're part of a, I run the Dallas County promise as well,
which is a tuition covered, um,
assured pathway for Dallas County students.
Starting at the community college,
but we have direct and transfer offers to a dozen, you know,egional university partners.
As well.
And, um, I think we have a, kind of a unique opportunity.
We have a,
we have a motivating offer for families and a ability to directly
communicate with, you know, students and parents.
Direct and through our K-12 partners as well.
So I think what we're trying to do is really think about what do you
put in front of the students and how do you build student agency?
And awareness in their decision making process. For example.
Um, we, uh,
asked students certain questions and have a lot of AI happening.
On texting, where they tell us what pathways are interested in.
And we deep dive them into very specific programs that we think they
should.
Uh,
look at that are free tuition programs aligned with their interests.
We see the same thing in the college readiness. Um,
and we don't do a good job of building agency.
So we have a learner record strategy here in Dallas County on
blockchain.
Where students build their own, uh, profiles.
They own their own records.
And we have aligned all of our higher ed partners.
To allow students to do one simple checklist and enter 13 different institutions. So, uh, our students are sitting at home with COVID.
And there is no one that speaks college.
And if everyone asked them to do different things, it's never going to happen. It never has happened.
And that's why our numbers are not where they are.
So we're really thinking about empowering students with their own data. We really are excited about the N rock and the ed ready product because when students complete and ready, they get a badge in their blockchain.
And they own their account, their student college and work locker, and they are empowered to move that badge over to higher ed partners.
Um, prior to doing this, students had no idea if they were college ready or not college ready.
I mean, we talk about that. They don't talk about that.
And how do they come to understand who they are and what they have in their toolbox to carry with them on their transition.
So I think these are some things that are.
It's not just math and science, it's a journey.
And how do you put students at the center of that journey?
How do you equip them?
How do you rally higher education and challenge higher education to say.
If we're about equity, what does that really mean in terms of supporting that student journey? Um, so I think we're having a lot of tough conversations.
We're blessed to have great leadership and Dallas County.
And the North Texas region.
As well as the state, because people are responding and.
And trying to make the right things happen for students.
Yeah. And just to maybe pick up on that a little bit, I mean, so.
You know, you described this kind of end goal.
Which, which now looks more like a system that acknowledges not only that we've always had a lot of diversity in our student population in terms of.
You know, access to technology, um,
access to appropriate educational programs.
Preparedness success on any of those.
And then kind of how you navigate it all. And I think a lot of the, um, a lot of the advocacy work.
Over the last number of years has pointed out that even if you're within an institution, it can be incredibly confusing. For students to figure out, well, what are the courses I should take? And wait, the one they said is full. So I guess I'll just take some other random courses, dad, and you know, and what should have been a two year to proceed. A degree kind of process starts to get strung out. And at some point they just drop out, et cetera, et cetera. And so there's been a lot of effort to try to create these. You know, pathways, if you will, within institutions. So that coherence is sort of banked in, right. And students have less opportunity to get lost. Now playing a little devil's advocate with your vision, right? I mean, if you imagine now taking that outside of the institution, and saying, all right, well actually, because students might be learning wherever and whenever we need a place to sort of aggregate all that and empower them to make those decisions, that certainly strikes me as another level of literacy. If you will, about how this all works and what you need to be paying attention to you. So you can create a package that puts yourself in the best possible position to succeed. I guess I would suspect that there might be some population that have a harder time making sense of all that than others. So I don't know. Could you speak to that a little bit and kind of your thinking on how we. Just keep, keep our eyes on sort of the fundamentals of equity and inclusion as, as this evolves. Follow up. And this is maybe more for Eric, you know, against this whole notion of, um, blockchain and giving students agency is really intriguing to me. You know, for the university of Hawai'i, we actually built our own way before. Um, program pathways were developed a structure where we call. Our program pathway or academic journey, which tells students what to take. But it's interesting. Um, when you're thinking about high school students and putting these skills into there. Uh, blockchain account.
Knowing what to take and how to, in what orders take,
how did you guys work through that process?
I would say, uh, we're still emerging.
we have a moment in time where we have some incredible collaborative
leadership in Dallas County. So the, uh,
the community college chancellor has really gathered.
Uh, the university presidents, as well as the K-12 superintendents.
And really challenged us all to say.
Students must have more agency in clarity and it is our responsibility
to serve them versus the other way around.
So I think it started with a lot of collaborative leadership saying
the learner record is a way to connect us all.
If we continue to work in silos.
We're just going to continue producing the results that, that we get.
It starts with defining what, um,
the portrait of a graduate looks like at each of those transition
points.
And really helping students to understand what they can look like if
they want to access certain things and then drive them towards those.
Valued goals, including bringing workforce to the table and,
you know,
Those employability skills as well. So we are, um,
I think our ecosystem and our mechanics are set up.
Our programming is emerging in terms of how we, you know,
make it all run. Our first use case, um,
being the promise person here is simplifying college enrollment.
So once you get everyone on the blockchain, then you could start just.
Identifying your priority use cases. What do we want to solve first?
Okay. We want to simplify college enrollment.
We're all gonna do this together.
San Antonio is on the blockchain and they've identified, um,
youth internships and youth apprenticeship matching with employers.
As their first use case on the blockchain.
So once all the data is up there and the students have their records
and agency.
Then it's just matching, right?
So they have stuff in there's paths and opportunities and you build a
marketplace and connect the dots.
Are matching here,
which is includes NROC includes the college readiness because they
need those badges.
12:32:44 Uh, to travel with them and the agency to move those badges upon
12:32:47 completion of the Iraq.
12:32:48 Uh, experience, uh, you know, to get certain things. So.
12:32:52 Hopefully that helps answer the question.
12:32:57 Yeah, I think it's well, actually, Karen, do you want to.
12:33:11 No. I think what I'm Eric is, is doing is just fabulous.
12:33:15 I'd also bring this back to, um, universities who may not, um,
12:33:19 be, uh, um, sort of working at the blockchain, but to think about.
12:33:22 You know, the title of this is meeting learners, where they are,
12:33:25 many of us had, um,
12:33:27 incredible support services for our students.
12:33:45 And, um,
12:33:46 one of the things that we found out is they were all pretty much
12:33:49 capable of going virtual,
12:33:51 but we lost the integration that happened on the ground.
12:33:55 And the reason integration happened on the ground made not a bin
12:33:58 technology, but it may have been lots of human cues from, okay,
12:34:02 you were working on that problem. I understand where you are, right.
12:34:05 And when those things are gone,
12:34:06 we are now finding like another version of what Eric's talking about
12:34:11 is we've got to get better at meeting the students and being able to
12:34:15 share data.
12:34:16 That gives us enough cues to do this.
12:34:18 In the virtual world.
12:34:19 And I think that's another way that universities are trying to
12:34:22 actually improve the quality of what they do.
12:34:25 Um, and, um, uh,
12:34:27 That, especially for the students that are most at risk.
12:34:30 Yeah, that's interesting.
12:34:31 And there was a question that came through.
12:34:33 Just addressing kind of.
12:34:37 Perhaps,
12:34:38 what I think has probably been a shift in the way we support students.
12:34:41 So kind of following taking the cue from what you just said, Karen,
12:34:45 right? I mean, I think.
12:34:46 There's a lot of things that happen.
12:34:48 Call it unconsciously. Call it by design.
12:34:50 When you have everybody in the same room.
12:34:52 Repeatedly.
12:34:53 Uh, if somebody.
12:34:54 Do you seems like they're checked out.
12:34:55 Then you can see it.
12:35:01 And you, and you can just react to that, hopefully in some useful way.
12:35:04 And of course that's a much more difficult.
Proposition when, when you're not in the same room.
If you don't build in whatever it is you need to be doing so that you can detect that an intervention might be necessary. And that, of course, if you don't have the right way to then follow up, Um, and I think. I think, you know, there've been several hints here that. That a big part of this is not so much just academics per se, but giving students that kind of support and guidance personalizing it even through, or maybe because. Some of the capabilities and limitations of this sort of more virtual. Media that we've had to step up to you. And I guess I'm curious, like what, how, how have you seen your own institutions, your, your faculty or colleagues kind of rise to that? Like, are they shifting their practice and then they sort of understanding. How to bring those obligations forward. In these changed times. Um, you know, Ahrash. Uh, we had, uh, we have a really talented. Leader from Dallas College. Uh, that sends something up to the panel here and, Hm. She's really been Anna Mays has been the kind of spearhead of this and rock work at the community college here in Dallas County. So I think, uh, Anna and, um, uh, a leader on our team, Kristyn Edney had, has really kind of pulled K-12 and higher ed together to kind of work on the NROC and EdReady rollout. And, um, I think hearing some of the faculty. Uh, feedback has been really inspiring. I know we had put out a little, uh, video that you can share, but, um, You know, Anna put up during the pandemic and opportunity for incoming Dallas college students to enroll in EdReady, which is what we're calling the Texas college bridge. And, uh, there's so much interest we had to kind of sort of shut off the. Shut off the water, so to speak. So we had 700 students. Quickly move into that category. I think they were hungry for something. I'm good. And then having Dallas College really being intentional about saying, we, we care about your future. We care about onboarding.
We recognize COVID has been tough. Uh, we have this plan for you to bring you in, in a stronger way. And I think that message resonated very well with our student population here. I was going to add that, you know, for us. I think it's helpful that technologies are available that to start doing things like this. So, um, you know, we've actually had to go to a newer, additional vendor product, so to speak so that we could connect more efficiently and effectively with our students. You know, many of the new products have AI built in so that we could start clumping students into groups so that we can, or have AI itself answer some of the basic questions so that we could work with the students on the much harder questions. You know, Part one. And then part two, I think one of the things, you know, much of our work was driven by our P 20 partnership. Um, and much of that work was around physical. Um, when do you call what we would call sheltered classes? And so. Part of our work now is how to, how do we actually improve our support for our faculty to have them understand. You know, doing a sheltered early college course is very different than an online early college course. And what are the things that we need to build in, even in their professional development, as they start thinking about how do they do their courses online more effectively, because this is not going to go away. In the next semester or two. For us. Yeah, and I just would add, um, another couple of examples. What we're seeing is, um, I'm at a couple of different universities. I think that. The idea is making sure the services wrapped around some kind of data, right. That that is available. And maybe people see different parts of it because we have to worry about privacy and who his role is, what, but this idea that we have, um, data, and this is where the personalized and the adaptive and competency
12:40:13 often competency-based education as well are.
12:40:15 Are truly helpful because we can now begin to see how is the student's
12:40:21 progress and where do I give them advice? Do they need advice about.
12:40:25 Getting more tutoring. Do they need advice about, you know,
12:40:28 motivation? Do they need advice about other things?
12:40:30 And I think we're beginning to see that.
12:40:33 That many of the shared stories are really this part of serving
12:40:37 students.
12:40:38 I mean, many of our universities advertise one stop services. Right.
12:40:42 But,
12:40:43 but the fact is that those were not really integrated services and.
12:40:47 And I think this is what we're beginning to see as a need.
12:40:50 And we're beginning to start addressing.
12:40:52 So looking ahead a little bit.
12:40:53 Um, Hae, you said something that kind of triggered this thought.
12:40:56 Uh, but.
12:40:57 I think we're assuming at some point.
12:40:59 All the money.
12:41:01 Scientists and other.
12:41:06 Experts in the field are going to find a vaccine or they're going to
12:41:09 die, except something's going to emerge.
12:41:10 That allows us to sort of quote, return to normal.
12:41:13 And I think there is this.
12:41:16 Look like, and kind of what would drive people to either keep.
12:41:19 Or say good riddance.
12:41:23 To various aspects of what they've had to do now.
12:41:25 And I guess I would love to hear.
12:41:31 Your thoughts, both on kind of maybe what you're worried about. So,
12:41:35 you know, imagining that happening and kind of what the.
12:41:45 What that might even look like or feel like,
12:41:46 but it was from an institutional and promotes or learner perspective.
12:41:49 But also what I guess you're optimistic about,
12:41:51 is there something that you imagined, uh,
12:41:53 maybe we've turned that corner and.
12:41:55 Even if we're not going to get all the way there. Right.
12:41:58 That's that's kind of an erection then hopefully we can keep heading
12:42:00 in and keep working on.
12:42:01 For the longterm.
12:42:02 And maybe I'd start with you, Eric.
12:42:05 I think often what you're worried about and excited about our kind of
12:42:08 all in the same gumbo.
12:42:10 Some in some way.
12:42:12 Uh, and I think the pandemic.
12:42:16 Provides us maybe opportunities to try things that we didn't.
12:42:27 Uh,
12:42:28 have the opportunity to do as well as makes you really concerned.
12:42:32 And so I spent the weekend talking to a lot of high school principals
12:42:35 here in Dallas County.
12:42:36 And I'm just kind of.
12:42:38 More listening and trying to understand the reality.
12:42:42 There's a, you know,
12:42:43 about a third of the students are showing up in some way in a,
12:42:45 in a full time on campus, like way.
12:42:48 Uh, we have some really intense, um,
12:42:51 poverty pockets across our region.
12:42:58 And, um,
12:42:59 we just know that the students aren't an earned engaged in the
12:43:02 learning processes. Now the principals are worried.
12:43:05 They're starting home visits.
12:43:06 Um, I think.
12:43:07 How do, um,
12:43:08 I'm just really concerned generally about the, uh,
12:43:11 Just what's happening with our families.
12:43:13 I think, uh, and rock.
12:43:15 And.
12:43:25 And programs like this that are truly personalized and helping to meet
12:43:29 students where they are,
12:43:30 are a part of the toolkit that we really need to as part of our
12:43:34 outreach.
12:43:35 That includes a lot more than academics, but must include.
12:43:38 Uh, academic interventions and I think the.
12:43:40 The people that are least equipped to assemble.
12:43:43 The solutions are the ones that.
12:43:46 Uh,
12:43:47 we are requiring to assemble the solutions on their own and they need
12:43:50 more of a concierge.
12:43:53 And even if you think about math intervention at being a former high
12:43:56 school principal on a math and science.
12:43:57 A teacher.
12:43:58 We, we take the students who are most vulnerable.
12:44:01 And we put them in a different intervention.
12:44:10 On top of the general programming and their least equipped to make
12:44:14 those connections.
12:44:15 And we require them to try to make those connections and it doesn't
12:44:18 work.
12:44:19 Ever.
And so, um, I think I'm most hopeful about.

You know, being someone who's been associated with NROC and have used NROC just continuing the evolution and adapting this.

The big idea of meeting people where they're at.

And, uh, Ensuring that students are motivated and they have the wraparound support they need to be successful is, um, What we need to really concentrate on.

Karen do you want to pick up on there?

I'm sure. Um, I think what Eric is pointing out to in terms of these populations and pockets of students that are.

Uh, um, incredibly, um, any one thing could go wrong in there. Family's lives and they often do. And it, it, it means that the whole focus has to change. And, and, um, I don't know that.

Education per se can address something that big and the national landscape.

But I do know that APLU universities by and large are. Really engaged in trying in a thoughtful way on how to bring student populations back to the campuses.

And in some places it's working already because the incidence of COVID et cetera, is his lower right. In other places, we just can't have it happen yet.

But the more we recognize, um, the number of, of obstacles. These students have, the more, we also know we, we need to serve them probably in a campus.

Um, setting. While we figure out like a longer term national sort of service model, um, around this and I,

and I think our campuses and our student services and support. Uh, um, as, as everybody has, has begun to think about, um, racial justice and equity.

We really want to serve these students and we welcome them, uh, um, to come back,

we will continue to try and find ways to engage them while this situation goes on. But I think we're also saying.

Um, we look forward to a time where we can bring back that face-to-face
12:46:58 along with what we're learning in a personalized way. Um,
12:47:01 so I think that's where I'll leave it in.
12:47:03 Let's Hey, you see if she has some other ideas?
12:47:06 A benefit of going last is I agree with everything they say I'm done.
12:47:10 Okay.
12:47:23 But the thing that I actually do worry about right now for next
12:47:27 semester and maybe for another semester or so is how we support in
12:47:34 this interim period.
12:47:35 And I'm going to share an experience that my daughter in,
12:47:38 who is in the middle schools.
12:47:40 Teaches with the middle schoolers.
12:47:41 Um, is shared with me.
12:47:42 So I'm living vicariously through my daughter in this scenario.
12:47:45 So where they.
12:47:46 Winter school went to, um, fully remote learning.
12:47:49 It was an adjustment,
12:47:51 but fortunately she's at a school where she was given lots of
12:47:54 professional development and the students have the tools available to
12:47:57 do the work.
12:47:58 And so she said, you know, in that scenario,
12:48:01 Some students really thrived, you know,
12:48:03 they weren't as great students in the classroom. They got distracted.
12:48:06 They were goofing off all the time. But online.
12:48:09 In this way that she has structured and she was teaching a design
12:48:11 thinking course.
12:48:13 Um, they thrived and they did well.
12:48:15 Students who did really well in the classroom, struggled a little bit.
12:48:27 But by the end of the semester, and we,
12:48:29 she also taught the class in summer school, you know, she was better.
12:48:32 The students knew what to do and they had a system down.
12:48:35 And so she said they did really well.
12:48:38 You know, for the most part.
12:48:39 Now it's fall semester started.
12:48:41 And because of the situation here in Hawai'i,
12:48:43 All schools were mostly remote teaching.
12:48:49 So the semester started well,
12:48:51 and then as our COVID started, um,
12:48:53 we went to what we would call tier two. And so.
12:48:56 Students were allowed back into the classroom.
12:48:59 Now she has half for students.
12:49:01 Or maybe not quite half a set of students physically in the classroom.
12:49:05 But sitting at desks all facing forward.
12:49:08 It's shields and everything with their masks on. And then.
12:49:14 Two-thirds of our students,
12:49:15 of her students at home or somewhere else online.
12:49:18 She said, mom, this is the worst of all worlds.
12:49:21 You know, I can't.
12:49:28 You know,
12:49:29 I can't focus on my in-class students because I have to worry about my
12:49:33 remote students.
12:49:34 I can't focus on my remote students because what works for the remote
12:49:37 students doesn't really work.
12:49:39 For the face-to-face students and.
12:49:41 I spent my entire.
12:49:43 Um, you know, educational career talking about.
12:49:53 Collaboration's about groups, about teams.
12:49:56 And now they're all sitting in straight rows. This is nutso. Where,
12:49:59 what are we doing?
12:50:07 And so I do worry that, you know, we're going to,
12:50:10 unless we have these robust services and the re and the way and
12:50:13 provide opportunities for faculty to connect with their students.
12:50:16 We're actually, we may actually lose more students.
12:50:21 Because of these kind of weird practices that we're putting ourselves
12:50:24 through than we did before. But the other interesting thing, you know,
12:50:28 that we actually definitely universities is our incoming students was.
12:50:31 Because we're going to be remote. Um,
12:50:33 And our faculty told us we all, even in a regular environment,
12:50:37 we always had office hours and hardly anybody showed up.
12:50:49 So we actually did sessions on what to ask your faculty.
12:50:53 When you show up at an office hour,
12:50:55 how does start the conversation?
12:50:57 Here's some good lead off questions for you to ask,
12:50:59 because they've never had to go to office hours before.
12:51:01 You know, and so these are like really practical skills.
12:51:04 We had to kind of give to our soon to say,
12:51:06 You know, to be able to stay and to do well, you know? No,
12:51:10 your faculty.
12:51:11 Engage go to office hours.
12:51:12 Here's a list of 10 questions.
12:51:13 You can ask your faculty when you go to the office hour,
12:51:16 just start the conversation.
12:51:17 And then things will start rolling.
12:51:24 So, you know, I think we've learned that with technology.
12:51:27 There's lots of things we can do.
12:51:29 I think now we can finally think about the feature aware.
12:51:33 Flipped classrooms hybrid instruction may become a much more robust
12:51:38 integrated.
12:51:39 Um, learning structure.
But I just want us to get there.
And I am worried that without the support services for our students, what we're doing might make it really hard.
Don't mean to be so doom and gloom button.
At that question.
Honestly, I think your sentiments are broadly.
Shared, um, in that.
You know, I guess there are two things I'd say, and then I would love to hear just a few.
Kind of final thoughts from each of you. So one is, you know, we've we had Iraq certainly have been working on this idea for a long time that.
Too many.
The sort of legacy practices.
When you think about student progressions, student transfer readiness, et cetera.
And up.
Being logistical answers to what started off as academic questions.
So, you know, when you, when you think about why as a student.
Succeeding in this beginning, college math course.
Well, it answered.
You'll get as well because that student was prepared to be here.
That student had a chance of success.
Which started then necessarily the it's too. Okay.
Well then who are the students who don't it?
Could we figure that out ahead of time?
And, and so on. And what starts off as a perfectly legitimate, like how do we make students as successful as possible?
Ends up becoming let's put up lots of barriers to students who don't meet our criteria. Right.
And so we've been trying to dismantle that.
Because it's wrong and technology certainly.
Is big part of why it can now be done in a different way where we keep the eyes on students' success, right.
Helping students get where they want to go. And,
and considering every learner where they are. Right. I mean just why,
why are we arbitrarily decided who is, and isn't supposed to be.
Part of this conversation,
every learner should be part of this conversation. So.
I feel like at least from our own seat.
Uh, that conversation has become a little easier.
There are people are like, yeah, you're right. You know,
there was seriously disrupted. I don’t know that they’ve got.
Everything I would have expected him to have,
and people are having to really go back to first principles on that.
I guess the.
Other side of that though is right. I mean,
we’re all learning as we go here.
I mean, there’s an awful lot.
That’s been disrupted and I think we have to expect that they’re going
to be some stumbles.
And, and I guess I worry that.
People are going to.
Presume too much about what those stumbles might be. So, you know,
something doesn’t quite run it, you get assume bomber and you reject.
Right.
Yeah.
The entire enterprise, because you’re like, Oh,
well that never happened in the classroom. Yeah.
Right or whatever it might be. And I think that’s it.
That’s a conundrum because I agree with you. Hae,
I think there’s going to be this desire to just go back to doing
things, but it’s going to be a weird and hybrid and.
And people are just getting frustrated.
And I think our community in particular needs to start thinking hard
about how do we keep,
keep the attention on what this is supposed to be about, right?
This is supposed to be about helping students succeed,
especially without addressing the reality on the ground.
Et cetera.
And yes, we don’t have all the answers, but with data,
with attention,
what hopes that we can at least iterate our way to improvement.
Anyhow, um,
Love to go around. So, Hae, if you want to share up to you.
Two final thoughts.
I think more than ever.
This is a time for us to listen to our faculty and our students about
what worked and what didn’t.
And try to build those things into what we do as an institution and
look for those.
Of those situations where we can actually make policy decisions and
make systemic changes so that, um,
the things that work well stick,
it’s not just something that we do for the season, so to speak.
Yeah.
12:55:55 Um, I think, um, that's a good jumping off point.
12:56:06 I would wanna, I would wanna actually though say, um,
12:56:10 I,
12:56:11 I think faculty have had a hard job in adjusting and they have done
12:56:17 admirably, but I would say as an industry,
12:56:19 Not only have we not begun to really use the affordances of
12:56:23 technology. We have not stayed current on learning sciences either.
12:56:27 And without that,
12:56:28 we tend to go back to this old adage around, uh, you know,
12:56:32 academic rigor. Right.
12:56:36 Instead of recognizing that there are different ways to reach
12:56:40 different students. And I'm not talking about urban myths. I mean,
12:56:43 there are evidence-based practices.
12:56:45 And we know we're going to have to reach out in different ways.
12:56:48 And I'm hopeful about that. I do really think technologies like.
12:57:09 NROC's EdReady platform and other adaptive learning systems are
12:57:13 really going to help us spend more time with those instructional
12:57:18 practices while our students, um, while we have the data. Right.
12:57:22 So, so I,
12:57:24 I think that it's going to be an awkward time for
12:57:27 the next year and a half easily.
12:57:29 Um, but I do think that because of the awkwardness,
12:57:32 we're not going to forget what we learned about remote right now.
12:57:35 Um, in two years,
12:57:36 I'll come back to you Ahrash.
12:57:37 But hopefully by that time we've integrated more technology so that
12:57:41 faculty can really focus on those instructional practices that make a
12:57:45 difference.
12:57:46 For our at-risk students.
12:57:48 Yeah.
12:57:49 Uh, kind of echoing, Hae, I agree with.
12:57:51 What has just been said, and we've, uh, we,
12:57:54 we were blessed to go through some training from the Gates
12:57:57 Foundation on empathy interviews and our team has been.
12:57:59 Uh, doing a lot of that with students and families and just trying to
12:58:02 understand their reality.
12:58:04 Uh, and I think as Hae kinda mentioned, uh,
12:58:06 we've been thinking a lot about.
12:58:10 Uh, we've done a lot of student leadership work here and, uh,
12:58:13 did a lot of Aspen.
12:58:15 Challenge oriented type things with student groups.
12:58:19 I think, uh,
12:58:20 I've been thinking a lot about creating a student leadership
12:58:23 initiative around.
12:58:24 Um,
12:58:25 The learning path and the student agency and just to get really.
12:58:31 Much more tactical about help us design what going from point A to
12:58:36 point B, it looks like.
12:58:37 And how to really get there.
12:58:38 Uh, together. So I think.
12:58:40 We're going to be well-served to really, um,
12:58:44 You know, just help students lead this work.
12:58:47 Forward and, uh, and really also listen and.
12:58:50 Uh, take great care and understanding the faculty needs.
12:58:52 Along the way.
12:58:53 Excellent.
12:59:00 Well, thank you all so much for right up in the last minute.
12:59:02 So I just want to thank you again for sharing that hour with us.
12:59:05 And hand off to Terri to for some end matter.
12:59:09 Not much.
12:59:19 Thank you all so very much for this conversation. And I hope that, um,
12:59:22 those of you who were able to join us might share this with others who
12:59:24 might also appreciate some of this.
12:59:32 These ideas as we move forward, um,
12:59:34 everything will be available at NROC.org and everyone who has
12:59:36 registered will receive an email with the link to those assets.
12:59:39 So thank you all for joining us and hang in there.
12:59:41 We'll see you next time.
12:59:44 Really great to hear from you all and everybody else.
12:59:46 Have an excellent rest of your week.
12:59:48 Go vote.