

## 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  
12:00:31 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.

12:02:55 Fantastic.

12:02:57 So I'm going to just.

12:02:58 Jump in then Terri. Um,

12:02:59 Yeah.

12:03:04 So our President of NROC,

12:03:06 and I'm super thrilled to have this collected.

12:03:10 Depth of experience in brain power on this, on this call.

12:03:12 So.

12:03:13 You know, try to provide a backdrop.

12:03:39 And for what led to, uh,

12:03:41 why we even kind of wanted to pull you all together to have a

12:03:43 conversation? Um,

12:03:44 obviously we're all dealing with the fallout from the COVID-19

12:03:49 pandemic. Um,

12:03:50 I think we can all agree that it's been hugely disruptive and pretty

12:03:53 much every facet of our lives, but certainly, uh,

12:03:56 I think a lot of the news that's really focused on the disruption in

12:03:59 education.

12:04:00 Um, and that's true at every level.

12:04:02 And.

12:04:03 In some ways.

12:04:04 I would say for our sector, by our sector. I mean,

12:04:06 those of us who've been working for years thinking about the

12:04:09 intersection of technology and education and thinking about

12:04:12 personalized learning, they could about digital.

12:04:13 Media open educational resources, et cetera, et cetera. Right.

12:04:16 You know, much of that work, I think has been.

12:04:18 In a backdrop, but how do we change practice, right?

12:04:22 How do we get people to think about what they're doing more carefully

12:04:24 and then are there ways we can improve?

12:04:25 And I would say the pandemic.

12:04:26 Uh, was kind of like dropping it.

12:04:28 A bomb into everything.

12:04:29 Because suddenly, you know, Oh yeah. I guess we're doing online.

12:04:31 Whether we ever really wanted to or not. Um, okay. I guess, you know,

12:04:34 all this sort of legacy practices.

12:04:36 Are we comfortable with are either no longer doable or highly

12:04:39 questionable.

12:04:40 So.

12:04:41 In a lot of ways.

12:04:42 One of the ways we're trying to think about this is yes,

12:04:44 there are in your time.

12:04:52 Issues are near time drivers that, that I think of effective practice.

12:04:55 And we're,

12:04:57 I think we want to hear from all of you about kind of what you're  
12:05:00 seeing from, from your perch in terms of how people are reacting,  
12:05:04 what are some of the changes that are coming through?  
12:05:05 But we also want to step back and.  
12:05:07 Recognize that.  
12:05:08 A lot of the problems that I think have really emerged in popular  
12:05:11 consciousness were always there.  
12:05:15 It's just that we had limited their applicability to a subset of our  
12:05:19 students. Right. They were problems where the most at-risk students,  
12:05:21 they were problems just for students on a particular transfer  
12:05:23 pathways. What have you.  
12:05:25 And,  
12:05:26 and I think our work historically has always recognized that really  
12:05:29 no.  
12:05:30 Right. I mean, there were a lot of students,  
12:05:32 probably the majority of students who are being affected.  
12:05:34 Bye. Bye.  
12:05:35 These, these systems and these processes.  
12:05:37 These legacy practices that really needed to be updated. And,  
12:05:39 and is there an opportunity here?  
12:05:41 Now, now that they're sort of more awareness of that.  
12:05:55 Is there an opportunity here looking forward. Um,  
12:05:58 and what are your predictions in a way, uh, you know,  
12:06:00 what might stick, right?  
12:06:01 Like what are the maybe permanent changes that we might see? Um,  
12:06:05 or at least the shifts in thinking as, as we look ahead. So, uh,  
12:06:08 to start off, I would love just for.  
12:06:10 Maybe each of you to take up your moments,  
12:06:11 to talk a little bit about kind of what you're seeing, uh, from your,  
12:06:14 from where you're sitting.  
12:06:15 In that general theme, take a few minutes each and then.  
12:06:17 Uh, we'll probably just roll naturally. And the whole, yeah.  
12:06:20 Number of questions and conversations from there.  
12:06:23 So Karen, why don't you start?  
12:06:23 I'm happy to jump in Ahrash and glad to be here.  
12:06:34 I, I'm not sure I deserve the brain power,  
12:06:36 but I do know my colleagues do. Um,  
12:06:38 so at APLU we obviously represent some of the largest land grants and  
12:06:43 we also represent, um, the 1890s. For those of you that don't know.  
12:06:46 Um, those are, um, the, uh,  
12:06:48 public HBC Us that were started in 1890.  
12:06:53 Um, after the second Morrill Act. So we, and they generally,  
12:06:56 like some of my colleagues will talk about here. Um,  
12:06:58 generally have the highest levels of Pell.

12:07:01 Um, students.  
12:07:01 And, um, one of the things that, um, is pretty, um,  
12:07:05 consistent, and I think we see this all the time.  
12:07:08 We know that, um, connectivity and devices.  
12:07:16 Uh, we're very difficult to come by.  
12:07:18 Even when institutions stepped up to either providing Wi-Fi or  
12:07:24 hotspots or.  
12:07:26 Um, lending out, um, equipment, um,  
12:07:29 that these students are predominantly.  
12:07:36 Um, predominantly really depend on, um,  
12:07:39 the institution, um,  
12:07:41 for their connectivity and their devices.  
12:07:44 That's probably.  
12:07:52 Unfortunate today,  
12:07:54 but it's actually a huge opportunity for all of us as we go forward,  
12:07:57 because now we can really think about a learning community with them  
12:08:00 really embedded in it.  
12:08:02 Uh, um, as we kind of think of the future forward,  
12:08:05 I'm going to shift just a little bit to answer the sort of broad  
12:08:08 theme.  
12:08:09 That you brought up. So.  
12:08:11 Even though we know those students struggled. We are,  
12:08:14 we are seeing a, um, across the board faculty.  
12:08:20 I mean, our it departments,  
12:08:22 everyone has really jumped in to, to skill up,  
12:08:25 but what is very, very clear.  
12:08:27 Is that, um, skilling up.  
12:08:34 Uh, um,  
12:08:35 if you're not using some kind of personalized learning technologies in  
12:08:39 our foundation courses in our early courses and our co req courses.  
12:08:44 That it is very difficult for students to keep up.  
12:08:47 Students need immediate practice and immediate feedback.  
12:09:11 And we need faculty who can read that data so that they can outreach  
12:09:16 to them. We've seen, um,  
12:09:18 through some of the work that I do with Every Learner Everywhere. Um,  
12:09:22 there was a great study put out by Digital Promise called Suddenly  
12:09:25 Online. We have seen that what students, uh,  
12:09:28 students are less satisfied if you don't have some of the best.  
12:09:32 Uh, practices actually, um, input it into your class.  
12:09:35 And we have seen and heard from faculty and students.  
12:09:38 That those using adaptive. Coursewares like, again, the EdReady,  
12:09:42 but there's lots of others because we work with biology.  
12:09:44 We work with others.  
12:09:46 There are tools out there that are really helping our students stay

12:09:49 engaged in their learning.

12:09:51 I'll let some other colleagues jump in and look forward to the

12:09:54 conversation.

12:09:55 Yeah.

12:09:56 Thanks Karen. And then I think you hit on a few.

12:09:58 Items that I think we'll want to circle back to you as well, which is,

12:10:00 you know, while,

12:10:01 and this has certainly been our position from inception that,

12:10:03 you know, technology is clearly a big part of what we do,

12:10:06 but technology is not the answer.

12:10:08 Right. It is necessary, but not sufficient.

12:10:14 And, and it's also about how do you create community?

12:10:17 How do you create engagement?

12:10:18 When are the face-to-face virtual or otherwise opportunities that you

12:10:21 fold in, et cetera. So, yeah, really thinking about the practice,

12:10:24 given the tool sets that we now have.

12:10:25 Turn it over to you. Hae.

12:10:26 Kind of follow ups.

12:10:28 Kind of following up.

12:10:29 I'm in my office and every so often, if I don't move often enough,

12:10:32 then the lights go off. And so.

12:10:41 Um, it makes funny things happen. Um,

12:10:43 following up on what Karen has said,

12:10:45 I think one of the things that we learned in this go around was.

12:10:49 That we could do more than we thought we could do.

12:11:00 Students can do more than they thought they could do.

12:11:03 But reality was how do we connect these together so that what they do

12:11:07 is meaningful and what they do leads to the next step in their

12:11:12 education.

12:11:13 Um,

12:11:14 And.

12:11:20 So one of the things, one of the examples I would give is, you know,

12:11:23 what we've been University of Hawai'i System has been involved in the

12:11:26 whole ed ready project for years. And I've had many,

12:11:29 many conversations with many, many people,

12:11:31 especially at JSU and Chattanooga around placement.

12:11:34 But with campuses closing and placement testing centers, closing,

12:11:38 we finally could start thinking about how can we implement.

12:11:42 Um, EdReady in all of our English math placements instead of only

12:11:46 in certain. And we're finding that we can,

12:11:48 and that students are successful because we're giving students control

12:11:51 over what.

12:11:53 They don't know and how to learn what they don't know.

12:11:56 And then what they already know,

12:11:57 they can just review and move forward.

12:11:59 Yeah, that's great. And it's always, I think a nice story when.

12:12:07 When, you know, people, people will say, Oh no,

12:12:09 and you get thrown into the deep end at home. Hey,

12:12:11 it turns out you can swim. Um, it's better to know that ahead of time,

12:12:14 but.

12:12:15 I guess you take what you can get.

12:12:16 So, uh, Eric.

12:12:17 Yeah.

12:12:22 Uh, similar to, Hae, I've been engaged with NROC for a long time,

12:12:25 in many different seats that I've sat in,

12:12:27 including a high school principal seat.

12:12:29 And, uh,

12:12:30 You know, just understanding the power of the personalized learning,

12:12:32 which really was.

12:12:34 Um, very difficult in a non COVID time.

12:12:38 To really.

12:12:39 Uh, become.

12:12:40 Accepted.

12:12:44 As a way to think about how we change our practices.

12:12:49 With teaching and learning,

12:12:50 particularly from our math educators perspective.

12:13:03 To now. And I think, uh, you know, meeting the moment,

12:13:06 like meeting students where they are because now more than ever,

12:13:10 students are in very different places and we don't even know what

12:13:12 places they're in. And so having an ability to.

12:13:14 You know, bring students in,

12:13:16 understand where they are and map a path to success.

12:13:19 That's personalized and individualized.

12:13:21 Is probably more critical than ever.

12:13:23 You know, the, um,

12:13:24 The pandemic.

12:13:26 Uh, and our challenge in our current reality here.

12:13:29 Probably will make some of what should have been.

12:13:31 Uh, embraced.

12:13:39 Uh, prior to this probably become more embracing, embracing. So we've,

12:13:43 we've been having a lot of interrupt conversations with K-12 and

12:13:46 higher education partners in Dallas for.

12:13:48 The last three years, the pandemic really.

12:14:00 Uh, shined a light hard, not only in North Texas, but the,

12:14:03 the state Texas Education Agency kind of reached out and began some

12:14:07 conversations, you know,

12:14:08 all of our college readiness initiatives that were heavily

12:14:11 incentivized and, um, with some very.

12:14:13 Uh,  
12:14:14 innovative policy in Texas kind of went by the wayside because a lot  
12:14:17 of them relied on.  
12:14:19 Standardized testing with act sat and other means.  
12:14:22 Those plans went right out the window and.  
12:14:24 We quickly brought in NROC that help us with those conversations  
12:14:28 and say, you know, those aren't viable.  
12:14:29 And they probably were never the full or they never wear the full  
12:14:32 solution anyway. So let's have a conversation about, um,  
12:14:36 You know, the,  
12:14:37 the methodology here of meeting students where they're at.  
12:14:39 And leaving them.  
12:14:40 Appropriately on individualized path. So.  
12:14:42 We're now rolling out across.  
12:14:44 You know, 160 school districts across Texas.  
12:14:54 Uh, with, you know, about 20 higher ed partners across the state,  
12:14:57 all working together and still very new, but, um, uh,  
12:15:01 I have great hope that.  
12:15:02 Through this, uh, through the dark clouds comes that silver lining.  
12:15:05 Right. And that we can.  
12:15:06 Kind of figure out the better path forward.  
12:15:08 Yeah.  
12:15:09 Exciting stuff. I guess I would love to hear each of you.  
12:15:11 Um, speak a little bit as well about.  
12:15:16 You know, so many of the,  
12:15:18 when we think about systemic or sort of process.  
12:15:21 Oriented aspects to current educational practice.  
12:15:29 Meaning pre pandemic,  
12:15:31 but now really current educational practice during the pandemic.  
12:15:33 And I always think about looking forward.  
12:15:34 A lot of it has to do with student progression.  
12:15:40 Right.  
12:15:41 Students moving from one system to an ex from high school to college  
12:15:44 or from a community college into a four year or even just a one  
12:15:47 program to another.  
12:15:48 Problems of transfer and placement. You mentioned. Hae and so on.  
12:15:54 And those historically have been incredibly difficult conversations to  
12:15:58 have because you have different actors with different drivers that  
12:16:01 don't necessarily need or want to work together.  
12:16:04 And so when you're trying to find those bridges, if you will,  
12:16:07 where you can make this just more sensible for students.  
12:16:09 It.  
12:16:10 I can feel a lot like having to manage conversation,  
12:16:13 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-engage them.

12:19:07 And I think we're all trying to figure that out right now.

12:19:12 You know, traditionally when we think of our height, you know,

12:19:15 since I work at the system level,

12:19:16 we often think about the summer melt.

12:19:25 You know,

12:19:26 traditionally we've had quite a number of students who graduated from

12:19:30 high school and then didn't end up at a four year or a two year

12:19:33 institution or any institution at all.

12:19:35 That's always been a problem for us.

12:19:36 But one of the things that we were very concerned about this summer

12:19:39 was that for our high school, graduating seniors,

12:19:41 who didn't really have that natural even progression of.

12:19:44 You know, finishing up the spring semester,

12:19:46 graduating and then starting the quote orientations and the onboarding

12:19:51 structure.

12:19:52 Yeah.

12:19:53 Um, I think for us, we ended up doing much more.

12:20:14 Um, work with our K-12 in terms from system to system,

12:20:18 we've always had a, you know,

12:20:19 because we're one system of higher ed and one system of K-12,

12:20:22 it's been easy by this year as required,

12:20:24 much more focused conversations. And so part of it was, you know,

12:20:28 how do we make sure that as a students and unfortunately the problem

12:20:32 for the Hawai'i was in our K-12 system.

12:20:34 I don't think our institutions.

12:20:37 We're as prepared to go remote learning as we were at the university,

12:20:41 only because they have so many more students and the socioeconomic

12:20:44 disparities are, and.

12:20:46 Um, even in certain regions of Hawai'i,

12:20:48 you don't can't really get.

12:20:50 Data.

12:20:51 Um, sell services, barely functioning there.

12:20:53 And so part of our work has been to reach out and make sure.

12:20:56 So let me just kind of explain a few things that we worked on that we

12:21:00 thought were fairly, um, useful.

12:21:02 When we've made a concerted effort of reaching out to our students,

12:21:05 our high school seniors.

12:21:06 Um, and we have a, we have a shared data exchange program.

12:21:09 And so we could reach out to them and say, Hey, seniors, by year.

12:21:11 I'm not playing sports while you're not engaged in lots of other.

12:21:20 Uh, activities at your high schools. Here's Ed

12:21:23 Ready to get you ready for English math. In addition,

12:21:26 then with grants from the inside, from our community,

12:21:29 we were able to say to our students.

12:21:30 Come take during the summer.  
12:21:32 Get ready. I taking.  
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 it 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.

12:24:08 Excellent.

12:24:14 Eric.

12:24:15 You want to pick up? Yeah. Um,

12:24:17 So we have a couple of different contexts here.

12:24:19 So the sandbox of Dallas County,

12:24:21 and just to give everyone a sense of a scale.

12:24:24 So we have 30,000 high school over 30,000 high school seniors in

12:24:27 Dallas County. So an 800 square miles.

12:24:29 We have more high school seniors than the neighboring state of

12:24:31 Arkansas and 56,000 square miles.

12:24:33 Three out of four of our students are economically disadvantaged.

12:24:36 So we educate 10% of Texas and 1% of the nation in 800 square miles.

12:24:39 The, um,

12:24:40 So we have some pretty intense.

12:24:42 Uh, challenges here.

12:24:43 And we're.

12:24:44 As we focus on Dallas County.

12:24:46 We're part of a, I run the Dallas County promise as well,

12:24:48 which is a tuition covered, um,

12:24:51 assured pathway for Dallas County students.

12:24:53 Starting at the community college,

12:24:54 but we have direct and transfer offers to a dozen, you know,

12:24:57 regional university partners.

12:24:58 As well.

12:24:59 And, um, I think we have a, kind of a unique opportunity.

12:25:03 We have a,

12:25:04 we have a motivating offer for families and a ability to directly

12:25:08 communicate with, you know, students and parents.

12:25:11 Direct and through our K-12 partners as well.

12:25:13 So I think what we're trying to do is really think about what do you

12:25:17 put in front of the students and how do you build student agency?

12:25:20 And awareness in their decision making process. For example.

12:25:23 Um, we, uh,

12:25:25 asked students certain questions and have a lot of AI happening.

12:25:28 On texting, where they tell us what pathways are interested in.

12:25:31 And we deep dive them into very specific programs that we think they

12:25:34 should.

12:25:35 Uh,

12:25:37 look at that are free tuition programs aligned with their interests.

12:25:39 We see the same thing in the college readiness. Um,

12:25:42 and we don't do a good job of building agency.

12:25:46 So we have a learner record strategy here in Dallas County on

12:25:49 blockchain.

12:25:50 Where students build their own, uh, profiles.

12:25:53 They own their own records.  
12:25:54 And we have aligned all of our higher ed partners.  
12:26:24 To allow students to do one simple checklist and enter 13 different  
12:26:28 institutions. So, uh, our students are sitting at home with COVID.  
12:26:35 And there is no one that speaks college.  
12:26:37 And if everyone asked them to do different things,  
12:26:39 it's never going to happen. It never has happened.  
12:26:40 And that's why our numbers are not where they are.  
12:26:42 So we're really thinking about empowering students with their own  
12:26:46 data. We really are excited about the N rock and the ed ready product  
12:26:49 because when students complete and ready,  
12:26:51 they get a badge in their blockchain.  
12:26:53 And they own their account,  
12:26:55 their student college and work locker,  
12:26:57 and they are empowered to move that badge over to higher ed partners.  
12:27:01 Um, prior to doing this,  
12:27:03 students had no idea if they were college ready or not college ready.  
12:27:05 I mean, we, we talk about that. They don't talk about that.  
12:27:08 And how do they come to understand who they are and what they have in  
12:27:11 their toolbox to carry with them on their transition.  
12:27:14 So I think these are some things that are.  
12:27:16 It's not just math and science, it's a journey.  
12:27:19 And how do you put students at the center of that journey?  
12:27:21 How do you equip them?  
12:27:22 How do you rally higher education and challenge higher education to  
12:27:25 say.  
12:27:26 If we're about equity,  
12:27:27 what does that really mean in terms of supporting that student  
12:27:29 journey? Um, so I think we're having a lot of tough conversations.  
12:27:33 We're blessed to have great leadership and Dallas County.  
12:27:35 And the North Texas region.  
12:27:37 As well as the state, because people are responding and.  
12:27:39 And trying to make the right things happen for students.  
12:27:41 Yeah. And just to maybe pick up on that a little bit, I mean, so.  
12:27:45 You know, you described this kind of end goal.  
12:27:47 Which,  
12:27:48 which now looks more like a system that acknowledges not only that  
12:27:53 we've always had a lot of diversity in our student population in terms  
12:27:57 of.  
12:27:58 You know, access to technology, um,  
12:28:00 access to appropriate educational programs.  
12:28:02 Preparedness success on any of those.  
12:28:04 And then kind of how you navigate it all. And I think a lot of the,  
12:28:07 um, a lot of the advocacy work.

12:28:09 Over the last number of years has pointed out that even if you're  
12:28:13 within an institution,  
12:28:14 It can be incredibly confusing.  
12:28:18 For students to figure out, well, what are the courses I should take?  
12:28:21 And wait, the one they said is full.  
12:28:22 So I guess I'll just take some other random courses, dad,  
12:28:24 and you know, and what should have been a two year.  
12:28:30 To proceed. A degree kind of process starts to get strung out.  
12:28:34 And at some point they just drop out, et cetera, et cetera.  
12:28:36 And so there's been a lot of effort to try to create these.  
12:28:41 You know, pathways, if you will, within institutions.  
12:28:44 So that coherence is sort of banked in, right.  
12:28:47 And students have less opportunity to get lost.  
12:28:49 Now playing a little devil's advocate with your vision, right? I mean,  
12:28:51 if you imagine now taking that outside of the institution,  
12:29:10 And saying, all right, well actually,  
12:29:11 because students might be learning wherever and whenever we need a  
12:29:14 place to sort of aggregate all that and empower them to make those  
12:29:16 decisions, that certainly strikes me as another level of literacy.  
12:29:20 If you will,  
12:29:21 about how this all works and what you need to be paying attention to  
12:29:24 you.  
12:29:25 So you can create a package that puts yourself in the best possible  
12:29:28 position to succeed.  
12:29:29 I guess I would suspect that there might be some population that  
12:29:32 have a harder time making sense of all that than others.  
12:29:34 So I don't know.  
12:29:35 Could you speak to that a little bit and kind of your thinking on how  
12:29:37 we.  
12:29:38 Just keep,  
12:29:39 keep our eyes on sort of the fundamentals of equity and inclusion as,  
12:29:43 as this evolves.  
12:29:44 Follow up.  
12:29:45 And this is maybe more for Eric, you know,  
12:29:47 against this whole notion of, um,  
12:29:50 blockchain and giving students agency is really intriguing to me.  
12:29:54 You know, for the university of Hawai'i,  
12:29:55 we actually built our own way before. Um,  
12:29:58 program pathways were developed a structure where we call.  
12:30:02 Our program pathway or academic journey,  
12:30:04 which tells students what to take. But it's interesting.  
12:30:07 Um, when you're thinking about high school students and putting these  
12:30:10 skills into there.  
12:30:12 Uh, blockchain account.

12:30:15 Knowing what to take and how to, in what orders take,  
12:30:18 how did you guys work through that process?  
12:30:23 Um, I would say, uh, in all candor,  
12:30:26 we're still emerging.  
12:30:36 I think the mechanics are, uh,  
12:30:38 we have a moment in time where we have some incredible collaborative  
12:30:41 leadership in Dallas County. So the, uh,  
12:30:44 the community college chancellor has really gathered.  
12:30:46 Uh, the university presidents, as well as the K-12 superintendents.  
12:30:50 And really challenged us all to say.  
12:30:52 Students must have more agency in clarity and it is our responsibility  
12:30:56 to serve them versus the other way around.  
12:31:05 So I think it started with a lot of collaborative leadership saying  
12:31:09 the learner record is a way to connect us all.  
12:31:13 If we continue to work in silos.  
12:31:14 We're just going to continue producing the results that, that we get.  
12:31:17 So, um,  
12:31:19 It starts with defining what, um,  
12:31:21 the portrait of a graduate looks like at each of those transition  
12:31:23 points.  
12:31:29 And really helping students to understand what they can look like if  
12:31:34 they want to access certain things and then drive them towards those.  
12:31:38 Valued goals, including bringing workforce to the table and,  
12:31:42 you know,  
12:31:43 Those employability skills as well. So we are, um,  
12:31:46 I think our ecosystem and our mechanics are set up.  
12:31:58 Our programming is emerging in terms of how we, you know,  
12:32:01 make it all run. Our first use case, um,  
12:32:04 being the promise person here is simplifying college enrollment.  
12:32:09 So once you get everyone on the blockchain, then you could start just.  
12:32:12 Identifying your priority use cases. What do we want to solve first?  
12:32:15 Okay. We want to simplify college enrollment.  
12:32:16 We're all gonna do this together.  
12:32:18 San Antonio is on the blockchain and they've identified, um,  
12:32:20 youth internships and youth apprenticeship matching with employers.  
12:32:23 As their first use case on the blockchain.  
12:32:25 So once all the data is up there and the students have their records  
12:32:28 and agency.  
12:32:30 Then it's just matching, right?  
12:32:32 So they have stuff in there's paths and opportunities and you build a  
12:32:35 marketplace and connect the connect, the dots.  
12:32:38 Are matching here,  
12:32:39 which is includes NROC includes the college readiness because they  
12:32:43 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.

12:35:06 Proposition when, when you're not in the same room.  
12:35:16 If you don't build in whatever it is you need to be doing so that you  
12:35:20 can detect that an intervention might be necessary. And that,  
12:35:23 of course, if you don't have the right way to then follow up,  
12:35:26 Um, and I think.  
12:35:27 I think, you know, there've been several hints here that.  
12:35:35 That a big part of this is not so much just academics per se,  
12:35:39 but giving students that kind of support and guidance personalizing it  
12:35:44 even through, or maybe because.  
12:35:46 Some of the capabilities and limitations of this sort of more virtual.  
12:35:49 Media that we've had to step up to you.  
12:35:52 And I guess I'm curious, like what, how,  
12:35:54 how have you seen your own institutions, your,  
12:35:56 your faculty or colleagues kind of rise to that? Like,  
12:35:58 are they shifting their practice and then they sort of understanding.  
12:36:01 How to bring those obligations forward.  
12:36:02 In these changed times.  
12:36:04 Um, you know, Ahrash.  
12:36:05 Uh, we had, uh, we have a really talented.  
12:36:08 Leader from Dallas College.  
12:36:09 Uh, that sends something up to the panel here and, Hm.  
12:36:20 She's really been Anna Mays has been the kind of spearhead of this and  
12:36:24 rock work at the community college here in Dallas County. So I think,  
12:36:28 uh, Anna and, um,  
12:36:30 Uh, a leader on our team, Kristyn Edney had,  
12:36:33 has really kind of pulled K-12 and higher ed together to kind of work  
12:36:36 on the NROC and EdReady rollout.  
12:36:38 And, um,  
12:36:39 I think hearing some of the faculty.  
12:36:44 Uh, feedback has been really inspiring.  
12:36:46 I know we had put out a little, uh, video that you can share, but, um,  
12:36:56 You know,  
12:36:57 Anna put up during the pandemic and opportunity for incoming Dallas  
12:37:01 college students to enroll in EdReady,  
12:37:05 which is what we're calling the Texas college bridge.  
12:37:24 And, uh,  
12:37:25 there's so much interest we had to kind of sort of shut off the.  
12:37:28 Sure.  
12:37:29 Shut off the water, so to speak. So we had 700 students.  
12:37:32 Quickly move into that category.  
12:37:34 I think they were hungry for something.  
12:37:36 I'm good.  
12:37:37 And then having Dallas College really being intentional about saying,  
12:37:40 we, we care about your future. We care about onboarding.

12:37:42 We recognize COVID has been tough.  
12:37:47 Uh, we have this plan for you to bring you in, in a,  
12:37:50 in a stronger way.  
12:37:52 And I think that message resonated very well with our student  
12:37:55 population here.  
12:37:57 I was going to add that, you know, for us.  
12:37:59 I think it's helpful that technologies are available that to start  
12:38:03 doing things like this. So, um, you know,  
12:38:06 we've actually had to go to a newer.  
12:38:08 Are additional vendor product,  
12:38:11 so to speak so that we could connect more efficiently and effectively  
12:38:14 with our students.  
12:38:15 You know,  
12:38:16 many of the new products have AI built in so that we could start  
12:38:20 clumping students into groups so that we can,  
12:38:22 or have AI itself answer some of the basic questions so that we could  
12:38:25 work with the students on the much harder questions.  
12:38:27 You know, on them.  
12:38:28 Part one. And then part two, I think one of the things, you know,  
12:38:30 much of our work was driven by our P 20 partnership.  
12:38:33 Um,  
12:38:34 and much of that work was around physical. Um,  
12:38:38 when do you call what we would call sheltered classes? And so.  
12:38:43 Part of our work now is how to,  
12:38:45 how do we actually improve our support for our faculty to have them  
12:38:50 understand.  
12:39:04 You know,  
12:39:05 doing a sheltered early college course is very different than an  
12:39:09 online early college course.  
12:39:11 And what are the things that we need to build in,  
12:39:14 even in their professional development,  
12:39:16 as they start thinking about how do they do their courses online more  
12:39:20 effectively, because this is not going to go away.  
12:39:22 In the next semester or two.  
12:39:23 For us.  
12:39:24 Yeah, and I just would add, um,  
12:39:26 Uh, another couple of examples. What we're seeing is, um,  
12:39:30 Uh, I'm at a couple of different universities. I think that.  
12:39:52 The idea is making sure the services wrapped around some kind of data,  
12:39:59 right. That that is available.  
12:40:01 And maybe people see different parts of it because we have to worry  
12:40:04 about privacy and who his role is, what,  
12:40:06 but this idea that we have, um, data,  
12:40:09 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.  
12:41:15 Question. Right. What does that.  
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 the 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.  
12:43:52 Approach.  
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.

12:44:20 And so, um, I think I'm most hopeful about.  
12:44:26 You know,  
12:44:27 being someone who's been associated with NROC and have used NROC  
12:44:31 for over a decade, um,  
12:44:32 just continuing the evolution and adapting this.  
12:44:35 The big idea of meeting people where they're at.  
12:44:37 And, uh,  
12:44:38 Ensuring that students are motivated and they have the wraparound  
12:44:41 support they need to be successful is, um,  
12:44:44 What we need to really concentrate on.  
12:44:45 Karen do you want to pick up on there?  
12:44:55 I'm sure. Um,  
12:44:56 I think what Eric is pointing out to in terms of these populations and  
12:45:01 pockets of students that are.  
12:45:03 Uh, um, incredibly, um,  
12:45:06 Uh, sort of in the economic terms and incredibly marginalized,  
12:45:10 um, any one thing could go wrong in there.  
12:45:18 Family's lives and they often do. And it, it,  
12:45:21 it means that the whole focus has to change. And, and,  
12:45:25 um, I don't know that.  
12:45:31 Education per se can address something that big and the national  
12:45:37 landscape.  
12:45:38 But I do know that APLU universities by and large are.  
12:45:55 Really engaged in trying in a thoughtful way on how to bring student  
12:45:59 populations back to the campuses.  
12:46:01 And in some places it's working already because the incidence of COVID  
12:46:05 et cetera, is his lower right. In other places,  
12:46:07 we just can't have it happen yet.  
12:46:09 But the more we recognize, um, the number of,  
12:46:13 of.  
12:46:14 Of obstacles. These students have, the more,  
12:46:17 we also know we, we need to serve them probably in a campus.  
12:46:20 Um, setting.  
12:46:21 While we figure out like a longer term national sort of service model,  
12:46:26 uh, um, around this and I,  
12:46:27 and I think our campuses and our student services and support.  
12:46:31 Uh, um, as, as everybody has,  
12:46:34 has begun to think about, um, racial justice and equity.  
12:46:39 We really want to serve these students and we welcome them,  
12:46:43 uh, um, to come back,  
12:46:45 we will continue to try and find ways to engage them while this  
12:46:48 situation goes on. But I think we're also saying.  
12:46:52 Um,  
12:46:53 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.

12:51:44 But I just want us to get there.  
12:51:46 And I am worried that without the support services for our students,  
12:51:49 what we're doing might make it really hard.  
12:51:51 I don't mean to be so doom and gloom button.  
12:51:53 At that question.  
12:51:54 No.  
12:51:55 Honestly, I think your sentiments are broadly.  
12:51:58 Shared, um, in that.  
12:52:02 You know, I guess there are two things I'd say,  
12:52:03 and then I would love to hear just a few.  
12:52:12 Kind of final thoughts from each of you. So one is, you know,  
12:52:14 we've we had Iraq certainly have been working on this idea for a long  
12:52:18 time that.  
12:52:19 Too many.  
12:52:22 The sort of legacy practices.  
12:52:24 When you think about student progressions, student transfer readiness,  
12:52:27 et cetera.  
12:52:28 And up.  
12:52:33 Being logistical answers to what started off as academic questions.  
12:52:37 So, you know, when you, when you think about why as a student.  
12:52:40 Succeeding in this beginning, college math course.  
12:52:43 Well, it answered.  
12:52:44 You'll get as well because that student was prepared to be here.  
12:52:47 That student had a chance of success.  
12:52:49 Which started then necessarily the it's too. Okay.  
12:52:51 Well then who are the students who don't it?  
12:52:53 Could we figure that out ahead of time?  
12:52:57 And, and so on. And what starts off as a perfectly legitimate,  
12:53:01 like how do we make students as successful as possible?  
12:53:03 Ends up becoming let's put up lots of barriers to students who don't  
12:53:06 meet our criteria. Right.  
12:53:07 And so we've been trying to dismantle that.  
12:53:09 Because it's wrong and technology certainly.  
12:53:27 Is big part of why it can now be done in a different way where we keep  
12:53:31 the eyes on students' success, right.  
12:53:34 Helping students get where they want to go. And,  
12:53:36 and considering every learner where they are. Right. I mean just why,  
12:53:39 why are we arbitrarily decided who is, and isn't supposed to be.  
12:53:41 Part of this conversation,  
12:53:42 every learner should be part of this conversation. So.  
12:53:45 I feel like at least from our own seat.  
12:53:47 Uh, that conversation has become a little easier.  
12:53:49 There are people are like, yeah, you're right. You know,  
12:53:51 even our sort of previously straight a students, I mean,

12:53:53 there was seriously disrupted. I don't know that they've got.  
12:53:55 Everything I would have expected him to have,  
12:53:57 and people are having to really go back to first principles on that.  
12:53:59 I guess the.  
12:54:00 Other side of that though is right. I mean,  
12:54:02 we're all learning as we go here.  
12:54:04 I mean, there's an awful lot.  
12:54:05 That's been disrupted and I think we have to expect that they're going  
12:54:08 to be some stumbles.  
12:54:09 And, and I guess I worry that.  
12:54:11 People are going to.  
12:54:18 Presume too much about what those stumbles might be. So, you know,  
12:54:22 something doesn't quite run it, you get assume bomber and you reject.  
12:54:24 Right.  
12:54:26 Yeah.  
12:54:27 The entire enterprise, because you're like, Oh,  
12:54:28 well that never happened in the classroom. Yeah.  
12:54:30 Right or whatever it might be. And I think that's it.  
12:54:36 That's a conundrum because I agree with you. Hae,  
12:54:38 I think there's going to be this desire to just go back to doing  
12:54:41 things, but it's going to be a weird and hybrid and.  
12:54:51 And people are just getting frustrated.  
12:54:52 And I think our community in particular needs to start thinking hard  
12:54:55 about how do we keep,  
12:54:57 keep the attention on what this is supposed to be about, right?  
12:54:59 This is supposed to be about helping students succeed,  
12:55:01 especially without addressing the reality on the ground.  
12:55:02 Et cetera.  
12:55:04 And yes, we don't have all the answers, but with data,  
12:55:07 with attention,  
12:55:08 what hopes that that we can at least iterate our way to improvement.  
12:55:11 Anyhow, um,  
12:55:12 Love to go around. So, Hae, if you want to share up to you.  
12:55:15 Two final thoughts.  
12:55:19 I think more than ever.  
12:55:21 This is a time for us to listen to our faculty and our students about  
12:55:25 what worked and what didn't.  
12:55:26 And try to build those things into what we do as an institution and  
12:55:31 look for those.  
12:55:41 Of those situations where we can actually make policy decisions and  
12:55:46 make systemic changes so that, um,  
12:55:48 the things that work well stick,  
12:55:50 it's not just something that we do for the season, so to speak.  
12:55:53 Yeah.

12:55:54 Karen.  
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](http://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.

12:59:42 Absolutely. Yeah. Thanks again.

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.