Thank you for attending the ATD Virtual Town Hall on April 20, 2020. This document is a compilation of questions submitted during the registration process and those submitted during the live event. During the 90-minute event, panelists answered a variety of questions ranging from resource identification, practical next steps, and thought leadership. This document includes a comprehensive list of questions (asked, answered, or submitted during registration) from this event, along with links to key resources. In some instances, due to the length and complexity of the response provided, you may be directed to the Town Hall recording for reference.

Tip: Due to the length of this document, we recommend you use the search bar to search for key words. To do this, press and hold the CTRL key and then press the F key, then release both.

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General Questions

What was the name of the book Dr. Stout referred to?

➢ The books Dr. Stout spoke about:
  o The Decision Book: 50 Models for Strategic Thinking by Mikael Krogerus and Roman Tschäppeler.
  o Crossing the Unknown Sea: Work as a Pilgrimage of Identity by David Whyte.

Can we get the resources that were put into the chat?

➢ All the resources shared via Chat can be accessed on our public COVID-19 Response Resources page.
Distance Learning and Instructional Design

What expectations should we set of our students as they move online where participation and motivation to learn declines dramatically?

➢ The Chronicle of Higher Education has a great resource that addresses this: https://connect.chronicle.com/rs/931-EKA-218/images/CopingwithCoronavirus_Collection.pdf?aloid=eyJpIjoiT0FYb2dxWmFTQWE3UJUbClIsInQiOiJqazAydDVZZXBjdnJxVjJYdzlER2VRPT0ifQ%253D%253D

Now that colleges have moved to distance learning, what should they consider next to improve upon their capacity to teach and support students remotely?

➢ We will need to pay extra attention to equity. For example, universal access to affordable broadband is more obviously an equity issue when it is tied to access to education. More broadly, we know, based upon a rich body of research, that underserved students underperform online relative to their peers. We need to redouble efforts to understand their needs and to fill gaps in our support for them.

➢ One potential bright spot in the larger crisis is the opportunity to introduce more faculty to both new ways of thinking about their teaching practices and to develop closer relationships with expert support staff.

As a follow up to that question, how might colleges strategically utilize their teaching and learning centers to during this time?

➢ Answered during the recording.

What resources are available to help faculty to teach science labs online?

➢ Online Resources for Science Laboratories (POD) - Remote Teaching
This is a list of online resources and tools for conducting remote science labs.

How do you make new plans for lab environments that are required for so many of our AAS programs, but that cannot effectively be created in an online environment? How can we prepare students in those programs to not fall behind?

➢ For lab demonstrations, you may be able to find high quality online demonstrations. Some approaches help students learn to apply what they learned in the lab, and ask them to predict what will happen before sending out the online experiment. Ask that they explain their reasoning. Then ask students to make a prediction given a different set of parameters. Other approaches are to ask students to interpret experimental data. Also consider conducting authentic research by having students design an experiment and present the next hypothesis. Also consider having students design and carry out experiments with items they have available. For example, one Physics professor asked his students to use a magnet in one of the objects they had at home to illustrate a principle and create a video explanation.

How do composition faculty handle commenting/grading papers in the most efficient way?

➢ There are many digital spaces that allow for instructors to add comments and make edits. One of the best is a shared document using Google or Office. Many learning management systems have options for submitted papers, for comments to be added within a line of the text and to annotate with drawings and by adding links. Pedagogically, consider using a rubric and assign a peer review for students to give feedback to each other using the rubric.
What are the main considerations for virtual course design in this climate?

➢ Set the stage for successful digital interactions by deploying asynchronous tools, and make regular and direct appearances online for a thoughtful way to build community through peer to peer interactions.
➢ Promote inclusivity with low-bandwidth activities such as pre-recordings, emailing content and communications, and asynchronous discussion boards.
➢ It is also time to consider moving to problem-based assessments. Think about what you want to evaluate, for example, and perhaps your main goal is for your students to use the concepts learned to solve complex problems.

Are there curated resources or toolboxes available to customize for students to assist with migrating from in-person to online? We have students struggling with the "online" growth mindset approach to learning?

➢ One place to start is ATD’s curated selection of resources on Faculty’s Role Supporting Students: https://achievingthedream.instructure.com/courses/386/pages/faculty-role-in-supporting-students?module_item_id=7846

Can you provide practical steps to address racial bias and microaggressions in a remote learning environment?

➢ This article has excellent suggestions: https://www.tandfonline.com/doi/abs/10.1080/15313204.2017.1417945?journalCode=wecd20

Can you share OER resources for teaching literature?

➢ There are a number of places to find OER resources, including English. One place to start is ATD’s OER course library: https://courses.lumenlearning.com/catalog/achievingthedream

In addition to high tech ways of reaching students, what low tech options exist to help colleges support instruction for students who don’t have access to technology or high-speed internet?


Is Blackboard Collaborate an acceptable platform to deliver a lecture, including sharing PowerPoint and other docs?

➢ Collaborate is a videoconferencing platform similar to Zoom. So, yes, you can do similar things like recording and sharing files during a session.

Please define Remote Learning in relation to Online Learning.

➢ EDUCAUSE defines it nicely here: https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Providing Virtual Student Supports

Some colleges are training staff who work in other areas to help support student outreach, basic advising, and other wrap around supports. What strategies can colleges use to prepare college staff for new roles during this time?

• Working at community colleges, most of us are very accustomed to talking to students and answering their questions. Mobilizing around this collective superpower is key during a time
when we cannot send students to other offices to get the answers they need and cannot afford to lose them without getting the help they need.

• Think of the kind of information you expect will need to be delivered to students, who will deliver it, and then ensure that those employees are prepared:
  o ATD Network colleges have been engaging their frontline staff and faculty to deliver basic information on campus closure, deadlines, work-study, and summer classes, most of which is available on their college website.
  o More complex information, such as financial aid questions, should be answered by a specialist.

• Prepare employees by creating structures or processes that will help them be effective when they engage with students, and then check in with them after a week to make improvements. The key is to make it as easy as possible for staff and faculty to access the information they need and to deliver the information. Tools that can help simplify this include:
  o Scripts for speaking with students.
  o Processes for entering notes and following up.
  o Email templates for following up with students.
  o List of frequently asked questions and their answers.
  o Clear list of where they can go or point the student to for more information or help.

• All employees can help triage students to get them the information they need. For example, if a student calls to reset their LMS password, can that IT employee also ask the student if they are doing OK and if they need additional support? We have opportunities all over campus, and we need to be prepared.

What considerations should college leaders focus on when redeploying college employees temporarily or even longer term for new positions or positions that may require different responsibilities?

➢ It is important for leaders to carefully review and redistribute their redeployment policies and procedures. Managers should receive refresher training or be debriefed on the process to ensure consistent application of the policy. HR should also assess and calibrate staffing levels to determine areas of critical need or shortage. Where there are skills gaps, HR should:
  o 1) Determine if staff assignments can be redistributed within existing work units, taking into consideration the knowledge and skills of current employees, and
  o 2) Rely upon their HRIS or legacy systems to run talent profile reports that will help to identify existing staff with the requisite skills who can be redeployed. If there are redundancies, redeploy or assess if layoffs are required.

➢ Any decision-making in relation to staffing levels will depend on current budget constraints/shortfalls. When considering which positions to keep and which to reduce or change, college leaders should focus on what skills are currently in demand that support services to students and/or new opportunities.

➢ Evaluate training resources to ensure resources training (upskilling, pre-skilling, or reskilling are aligned with current business objectives).

➢ Review collective bargaining agreements (if applicable). Ensure you are maintaining open communication with union leadership during the redeployment process.

➢ Review and evaluate essential functions in your COOP plan. Reassess your bench strength across newly defined critical functions.

➢ Review compensation to ensure non-exempt staff redeployed to fulfill essential job roles are appropriately classified into the correct comp schedules that may impact premium pay categories (i.e. night differential, environmental pay, etc.)
With high schools closed, how can colleges keep connections with their early college students?

➢ State agencies have provided updated policy guidance for managing dual enrollment during campus closures and the College in High School Alliance has listed them at https://www.collegeinhighschool.org/covid19

➢ Additional resources can be found in ATD’s COVID-19 Response Resource page.

How do you address inequity with technology? For example, many low-income students don’t have laptops to continue coursework online.

➢ Tools for Online Learning
   EDUCAUSE compiled a list of ways to get students free Wi-Fi (scroll down to the second section).

➢ Free & Low-Cost Internet Plans
   This is a list of free and low-cost internet plans.

➢ Low-Tech Remote Teaching Solutions
   Emory’s quick list of easy to employ low-tech options for content delivery, communication, and managing assessments. It is specific to their Canvas LMS and Google docs, but note that shared docs can also be created in Office 365 and through blog posts or websites.

What are best practices in making students feel connected to the college?

Some things we have seen that have worked well for others include:

➢ Videos from the president on the front page of the website telling them how much they are missed.

➢ Hosted chats with the president via virtual meeting spaces, where students can join to hear from their president and ask questions live.

➢ Social media campaigns with their own hashtags (i.e. #TTC United).

➢ Sharing student stories and allowing students to be the spokespersons for not giving up.

➢ Reaching out to them in a coordinated fashion with live people who are concerned about their wellbeing.

➢ Opening up safe spaces for students to use Wi-Fi, such as the parking lot.

➢ Fun, coordinated videos from faculty, staff and administrators.

Best ways to support students who are struggling with technology?

➢ Many colleges are shifting to lending library computers, purchasing laptops and hotspots for students, sharing the location of parking lots where they can access free Wi-Fi, and connecting students to internet providers offering free internet service.

➢ Have IT ready to help students with student portal or LMS questions. You can use other tech-savvy folks on campus for this purpose too.

➢ Communicate to students that help is available.

➢ Keep it simple as we try to get students to the finish line. Put things right in front of students, keep course design simple. Don’t expect students to learn too much advanced technology right now.

➢ Have a Plan B or a low-technology option if the technology fails or if the student cannot access it. For example, can a student mail a form instead of upload it? Can there be an email submission for an assignment as opposed to using the discussion board in the LMS?
How do you rapidly deploy holistic supports?

➢ Knowing what your students may need (you know your students best - will it be technology issues, food insecurity issues, emergency aid?). Use the data that you already have to really understand your students and design solutions that work for them and the reality of their lives right now.
  o Try to prioritize delivering supports to students who you already know will be disproportionately impacted.

➢ Create a way to connect students with each other. Mental health experts say this is critical because students are often more comfortable in sharing mental health struggles with friends than with their professor.

➢ Have a way for students to self-identify and request assistance through the website and work to be responsive quickly. Live chat features have worked well and can be set up fairly quickly.

➢ Align efforts with faculty so they can share what they are hearing, and use that information to connect students to supports.
  o Prepare faculty to identify signs of distress in their students and train them on what to do with that information. At least one college has set up an alert based upon the use of certain words in class discussion boards. When a student is flagged, protocols for proactively reaching out to that student with the support they need are triggered.

➢ Communicate often with short messages to avoid information overload.

➢ Leverage relationships you already have with students. Students are more likely to follow through on supports when offered by someone they trust.

➢ Be ready with an easy emergency aid process.

➢ Find ways to offer what you can:
  o Food pantries across the country are identifying new ways to continue to serve their students during this time. Read a summary of examples on our COVID-19 Resources site.
  o More of your students will qualify for benefits they have never used before, so it is more critical than ever to proactively help students get signed up for public benefits. Students who use certain services, such as emergency aid programs and the food pantry, should be assessed automatically to see if they are eligible for benefits they aren’t already receiving.
  o Connect students to community supports. Use this crisis as an opportunity to identify and develop new partners. Local businesses that are not financially challenged could become essential partners for you during a time where many are stepping up to do

What should virtual student services look like?

➢ To the student it should look and feel seamless:
  • There are multiple simple ways to identify that I need support.
    o Through a proactive outreach phone call with a person.
    o Through the college website (clearly visible) (“I need help”).
    o By expressing interest through a link on social media.
  • The student is then connected with a person who provides access to the support(s) the student needs in a timely manner.
  • Someone follows up with the student to ensure that they received the help they asked for, and they are in good shape.
➢ To the college:
   • Proactive outreach to students via multiple modalities, communicating the availability of support and offering links where students can be connected.
     ○ All hands-on deck with everyone who speaks to a student for any reason offering support (training involved for staff).
   • A behind the scenes process (workflow) where student requests for support can be connected to the specialist who will reach out to the student with help.
     ○ This can be through a single point of contact in smaller colleges.
     ○ Care teams for different programs, etc.
   • Tracking support used (may not be a priority as we are moving so fast).
   • Closing the loop (this will help you collect data on the types and volume of support offered during this crisis).

➢ Curated virtual resources available on our COVID-19 Canvas site:
   ○ Advising
   ○ Orientation
   ○ Internships
   ○ Campus Life
   ○ Libraries
   ○ Career Services

How do we best support students mentally and foster a culture of belonging in this new environment?

➢ Colleges need to be prepared to connect students to a person immediately if they present with a serious concern. Have a process for that, and communicate it to everyone who interacts with students.

➢ Acknowledge that this is new, different, and can be difficult. Share messages reinforcing that it’s good to ask for help and reinforce how normal it is to need help.

➢ Support faculty in considering how they can embed activities to check in to classes and assignments personally with their students. Some faculty have shifted to journaling activities, contextualized assignments, or simply check in on how everyone is doing through virtual icebreakers at the start of class.

➢ Share student stories via social media and then connect students down to the program levels to create their own cohort of support.

➢ Leverage your college mascot, if you have one, to share messages of hope and belonging.

➢ Mental Health Resources During Social Distancing
   Critical resources for supporting others in managing their mental health during social/physical distancing, including guides for faculty, tips for conversations about mental health, and tips on how to offer help to someone in need.

➢ Mental Health Technology Transfer Center Network
   Resources and webinars on a variety of telehealth issues, including:
   ○ Session I: Changing the Conversation about Mental Health to Support College Students During a Pandemic
   ○ Tips for Educators: Supporting Parents During this Pandemic
➢ **Taking on College Loneliness Through the COVID-19 Crisis**
Free app co-designed with students in 2019 to help students connect with each other virtually and manage their own mental health.

➢ **Mental Health America: Doings Things on Your Own**
Tips and tools for anyone to manage their own mental health issues, organized around different topics. It’s important to note these should be used in tandem with professional help, where needed.

➢ **ULifeline**
ULifeline is a mental health resource specifically geared toward college students. It has screening tools and information about specific mental health disorders, as well as what an individual can do to promote wellness in their lives.

How can faculty recognize when students may be in a crisis and needs to talk to a counselor?

➢ Many of the clues we use in the classroom are also applicable in the online classroom.
   - Faculty know when students are behaving out of the ordinary:
     - Sudden lack of/or change in engagement/participation.
     - Sudden change in grades.
     - Sudden change in attitude (discernable through discussion or messages).
     - Students will share personal information with faculty if the faculty is still connected to the student in the online space.

➢ **How to Help a Student in a Mental Health Crisis**
Page 15 of this Chronicle of Higher Education publication provides advice for how faculty should support students experiencing new or worsened mental health challenges.

➢ **Creating a Culture of Caring: Practical Approaches for College and University Faculty to Support Student Wellbeing and Mental Health**
This report provides practical approaches that faculty members can implement in “the everyday”. By doing so, faculty can contribute to the creation of caring campus communities and productive learning environments that help students thrive and, when needed, seek professional help.

➢ **Taking on College Loneliness Through the COVID-19 Crisis**
Free app co-designed with students in 2019 to help students connect with each other virtually and manage their own mental health.

How are colleges using telehealth services for students?

➢ **Universities Respond to Supporting Mental Health of College Students During the COVID-19 Pandemic**
Article detailing how some universities are providing mental health supports during the pandemic (note that this is a two-page article, so make sure to read it all).

Ways to interact effectively with students and encourage registration in uneasy times.

➢ Communicate that registration is open and reassure students that classes will be held in the Summer and Fall (assuming that this is the case for your institution). Use all modalities to communicate this: website, social media, LMS, student portal, etc.

➢ Engage faculty to announce it in class or make it part of an assignment.
   - Have instructors ask students what they may be taking next semester.

➢ Make it easy to connect with an advisor.

➢ Are there processes that may prohibit a student from registering that can be temporarily waived to help students register and keep the momentum going?
➢ Use social media to connect students who register for fall to help them generate connections with each other. This can be done at a program level, class-by-class, or for all students.

With many students being laid off from their jobs, how can we provide virtual support for students undergoing food scarcity?

➢ Maximize the campus resources you have available to students:
  o Keep food pantry open by appointment or for delivery.
  o Help connect students to community resources that remain open.
  o Help students sign up for public benefits that will provide a more long-term solution.
  o Communicate this support clearly to students on your website, via social media, in the LMS, via email, etc. Don’t hide the fact that you can help students with this.

➢ Learn more about the strategies colleges are taking to keep their food pantries operational on our COVID-19 resource hub.

What are retention strategies for at-risk students?

➢ Supporting Vulnerable Students During Campus Closures
  List of tips from ATD’s Gateway to College team on working with the most vulnerable student populations during physical distancing.

What can we do to ensure that there are equitable services provided to students in the online environment?

➢ Resources and tips for supporting different student populations can be accessed in our COVID-19 resource hub.

➢ Educators Dr. Luke Wood and Dr. Frank Harris shared the following lessons on their recently recorded webinar about equity-minded student services in the online environment:
  o Consider some challenges students might be facing in this environment:
    ▪ The need to work
    ▪ Lack of access to campus resources and info
    ▪ Lack of digital and technical access
    ▪ Struggles with basic needs
    ▪ Homeschooling children
    ▪ Taking care of small children or dependents
  o Be Intrusive, Be Responsive, Be Race Conscious, Be Informed.
    ▪ Do not work off of anecdotes or assumptions, talk to students and collect data from outreach.
    ▪ Survey, but be short and extremely intentional about what is going on now
    ▪ Be Community Focused (create opportunities for community to build sense of belonging, offer virtual spaces for students with families and space for student groups that provide support and build community)
    ▪ Be Clear and Validating
    ▪ Be Flexible and Compassionate (Dr. Wood and Dr. Harris)
  o Offer supports at “off” times. What if a student needs tutoring or has a question at 8 p.m., after children are off to bed?
  o Balance the synchronous with the asynchronous. Requiring students to engage “live” or in person with us may not be possible due to time constraints or broadband capabilities. (i.e. have someone available to help students apply for public benefits but also have a “how to” video available for students who may be accessing after hours.
  o Turn around student inquiries quickly.
  o Set clear policies and processes.
What are the emerging advising needs impacting community colleges?

➢ There will not be face-to-face advising sessions for summer or fall registration. How can we prepare advisors to offer advising supports in a virtual environment?
  o Help advisors be ready to offer advising support in a number of ways to give access to all students:
    ▪ Zoom video or other online conferencing platform
    ▪ Phone
    ▪ Use Google voice to call students as opposed to personal cell phones.
    ▪ Use of email can be effective for students who don’t have the time or space to have a quiet phone call at home.
    ▪ Share documents with students to have a collaborative session.
  o Ensure advisors have access to the information that will allow them to advise students properly. For example, can they access degree audits for students? Do they have templates or resources to plan out multiple semesters for students?

➢ Advisors are good resources for students as they prepare the next step of their academic journey.
  o Ensure advisors are well-informed and updated to answer student programmatic and non-programmatic questions and to reassure students that they will be able to continue their academic momentum
    ▪ Can I take the classes I need next semester?
    ▪ What happens with my lab courses?
    ▪ What about my clinical requirements?
  o Ensure advisors are well-prepared to connect students to non-academic supports that may keep the student going for the semester or to better position them for the next semester.

➢ Support advisors in considering how they can check in with their students’ mental health. Make it as easy as possible for advisors to do this by developing a few questions they can ask students in each meeting and train them for what signs to look out for and what to do next if a student might need counseling support.

What are the expectations for Campus Life/ Campus Engagement Offices as we deal with COVID-19?

➢ Some curated resources on virtual campus life can be accessed on our COVID-19 Canvas site.

What emergency strategies are colleges using?

➢ SwiftStudent has free resources for colleges to use to help students apply for emergency aid or financial aid appeals quickly and easily.
  ➢ Communicate that emergency aid is available to students via:
    o Website
    o Syllabi
    o Social media
    o Email
    o LMS
    o Text reminders
➢ Easily accessible online application so students can submit without coming to campus.
➢ Keeping the application vague to cover COVID related emergencies.
➢ Automatic workflows behind the scenes that trigger rapid review and distribution of funds.
➢ Some curated resources on emergency aid during COVID-19 can be accessed on our COVID-19 Canvas site.

How much follow up is too much follow up when it comes to checking in on students during this time?
➢ This is a great question: No one wants the college inundating them with calls and sometimes taking a phone call or Zoom meeting is impossible depending on what home looks like. You may need to be more strategic.
➢ Use multiple modalities to let students know the college has support.
➢ Leverage your people: If an advisor cannot reach a student to get them ready for registration, then ask their instructor if they have been participating in class or check with their TRIO or Career Pathways advisor to see if they are checking in. Create community with the people that surround the students to reach out and provide support.
➢ Give students access to online links and forms where they can ask for support if they need it.
➢ Put stops in front of students to force interaction at critical loss points to offer support (i.e. before a student can withdraw).

Communicating with Students
How can colleges communicate with students more effectively through modality and also through message content and coordination?
➢ A communication plan can help to ensure a consistent message is being delivered to students and the campus community.
➢ For now this does not need to be complicated. For example:
  o All emergency information will be directed to students via…
  o All course information will be directed to students via faculty
  o All important upcoming dates will be directed to students via…
➢ It is helpful for students to know how information will be reaching them (i.e. your advisor will be reaching out to you during registration time, etc.).
➢ Leverage all modalities available and determine which messages are appropriate for each modality: Social media, website, email, LMS, text, person-to-person (proactive outreach and classroom faculty).
➢ Be brief and mobile friendly!
➢ Important messages should be repeated through multiple modalities (i.e. COVID updates).
➢ Provide clear and coordinated communication.
➢ Provide support but without the “grit” message.
➢ Be specific about how “we are here to help”, provide tangible, specific access to resources, and connection with a person to help them.
  o Allow ways for students to communicate with you easily.
➢ Create “how to” videos for supports that may be high need in your campus community (i.e. How to apply for SNAP or How to apply for emergency aid, etc.). Videos are always available to students when they need them.
➢ Communicating in Quarantine - Tips to Encourage Mental Wellness in Close Quarters

This webinar shares easy, practical ways we can start supporting each other better through active listening.
My students are feeling overwhelmed with information overload. It seems like a double-edged sword because we want to keep them informed, but I know that they are not necessarily reading the information that is sent out because there is so much. Any recommendations to help qualify our information tactics and not create more anxiety and frustration on the part of the students and (quite frankly) the faculty.

➢ Here is a great resource from *The Chronicle of Higher Education* on how faculty can help support students: [https://connect.chronicle.com/rs/931-EKAT-218/images/CopingwithCoronavirus_Collection.pdf?ailid=eyJpIjoiT0FYb2dxWmFTQWE3UJUbcInQIjIqazAydDVZZXBddJxVjJYdzlER2VRPT0iQ%253D%253D](https://connect.chronicle.com/rs/931-EKAT-218/images/CopingwithCoronavirus_Collection.pdf?ailid=eyJpIjoiT0FYb2dxWmFTQWE3UJUbcInQIjIqazAydDVZZXBddJxVjJYdzlER2VRPT0iQ%253D%253D)


## Data

There is so much activity right now on campuses and lots of good work underway. What data should colleges focus on to help inform longer term decisions?

➢ We traditionally advise colleges to focus on *early momentum metrics* such as credit momentum, gateway course momentum and persistence momentum, and that research has shown to be predictive of completion. COVID has created a need to focus on additional *institutional* and *community data* for actionable insights in times of disruption.

➢ To inform learning, colleges should gather qualitative data from faculty, staff and students on what worked well this spring in the online environment, challenges encountered, and opportunities for improvement.

➢ Keep equity at the forefront: disaggregate data by Pell, ethnicity, gender, age, first generation status and the intersectionality of these student characteristics to identify who is struggling and who is succeeding, and to inform how to strategically spend CARES Act dollars to support *student success* and reduce summer melt.

➢ Dedicate time this summer to reflect on the quantitative and qualitative data and identify what worked well in spring. Document the process changes/redesign learning captured, celebrate those successes/short-term wins, identify challenges, opportunities (i.e. campaign to attract local students who may opt not to attend/return to a residential four-year university in the fall) and plan for fall term.

What data are institutions using to track and improve student engagement and success online?

➢ COVID created a sense of urgency in transitioning to online instruction, which drove widespread adoption of the learning management system. Institutions are monitoring indicators of student engagement such as page views, unique days visiting the online course, discussion board engagement and course material engagement. Colleges can then use these data to identify students with low engagement and conduct outreach.

➢ As instruction pivoted to online, so did holistic student support services. How many touch points did faculty and staff have with students via virtual advising and tutoring? Which students used the services and were the services as effective?

➢ Instructional continuity metrics are also being measured. Montgomery College in Maryland developed this continuity of instruction dashboard: [https://www.montgomerycollege.edu/offices/academic-affairs/covid-19-teaching-update.html](https://www.montgomerycollege.edu/offices/academic-affairs/covid-19-teaching-update.html)

➢ Colleges are tracking the success of students by monitoring withdrawal rates and incomplete grades and the impact of COVID on early momentum metrics such as the successful completion of gateway English and math in the first year and disaggregating this data to identify opportunity gaps. For colleges where the decision made was to use Pass/Fail grades there is an opportunity to see if this influences performance when students return in the fall.
How are schools handling end of term course evaluations?

➢ End of term course evaluations can be embedded in the LMS. However, for data to be useful, it has to be actionable. Given the pandemic and rapid shift to online, consider asking a simplified question such as, “How satisfied were you with your instructor’s modifications due to campus closures?”

➢ Conduct brief pulse surveys that result in actionable data to inform planning for summer and fall.

How can analytics and data reporting help institutions respond to the coronavirus outbreak?

➢ At any time, data and analytics can support colleges as they prepare for the fall by analyzing data to gather evidence; reflect on goals, progress and plans; review the data, discuss alternatives and prioritize in order to initiate/proceed with plans to address gaps; make changes and investments in people, process and technology in order to address gaps; monitor progress again goals and support the changes made. During times of disruption, this is especially true as colleges work through what-if scenarios for the fall semester and monitor leading indicators for enrollment such as FASFA completion rates at local high schools.

➢ Capacity building in data remains critical. For colleges interested in building capacity consider these resources.

Faculty Engagement and Instruction

How do we help reluctant faculty?

➢ From the student supports side:
  o Faculty are rarely reluctant to help students. They just may not know how to do it in this new environment, or they may be overwhelmed. Practice grace for your faculty as well as your students.
  o Make providing support and information to students as easy as possible for faculty, especially at a time when they are rushing to shift to a completely new teaching format.
  o Give faculty ideas for how to check in with students personally and make sure they know what to do with this information if a student needs support.
    ▪ Communicate resources to them.
    ▪ Keep them in the loop on what is going on at the college.
    ▪ Make it easy for them to report or connect a student in crisis.

➢ For instruction:
  o Connect faculty to colleagues who can help and encourage them. That could be your Center for Teaching and Learning, if you have one, or it could be a new team of volunteers with more experience/comfort in teaching online.
  o For an instructor who is starting from the very beginning, what is minimally required of them to get them through?
    ▪ What are the key skills for them (video lessons that can be saved and accessed later? Discussion boards? Zoom? Attendance? Grades?)
    ▪ Communicate how you will be assessing faculty performance, if you decide to do that this semester. Be transparent in what and how you are assessing them and why. Build leniency and grace into your assessments.

How do we engage the silent students?

➢ Try surveying students to see how they prefer to engage in this new format, ask their concerns and be responsive.
➢ Be respectful and understand that this is new for everyone, and even students who would have never chosen online learning are being forced into this format.

➢ Give students multiple ways to engage:
  o Written engagement through discussion boards.
  o Video engagement submissions.
  o Offer more private ways to provide feedback until they gain confidence in this environment.

➢ Do your best and plan for how to later reengage those you can’t reach now.

What are others doing to meet lab requirements?

➢ For lab demonstrations you may be able to find high quality online demonstrations. Some approaches to help students apply what they learned in the lab, ask them to predict what will happen before sending out the online experiment. Ask that they explain their reasoning. Then ask students to make a prediction given a different set of parameters. Other approaches are to ask students to interpret experimental data. Also consider conducting authentic research by having students design an experiment and present the next hypothesis. Consider having students design and carry out experiments with items they have available. For example, one Physics professor asked his students to use a magnet in one of the objects they had at home to illustrate a principle and create a video explanation.

➢ Moving forward it may be time to take a critical and creative eye to our lab content. What do students really need to be in front of you for? Can that be compressed into a smaller in-person hybrid-type engagement?

Leadership and Strategy

For comprehensive answers to leadership and strategy questions, please review the Town Hall meeting recording for comments from Dr. Karen Stout and panelists.

With so many uncertainties right now, how can college leaders address their immediate needs and keep an eye towards longer term strategic decisions?

➢ Answered during recording.

What are your recommendations for scenario development for the unknown timeline for the virus?

➢ Answered during recording.

How can we build Fall schedules to be able to pivot, in the event of a second wave of contagion, with minimal harm to students, faculty, and staff?

➢ Answered during recording.

Now more than ever academic affairs and student supports need to work together. Can you provide some thoughts on practical ways to build more collaborative habits and processes on campus?

➢ Answered during recording.

With changing student expectations, how do we sustain virtual services post-COVID-19?

➢ Offering virtual supports is a chance to be more equitable to the students you serve, especially to students who are part-time or spend time on smaller campuses or sites that do not have all supports available.

➢ It is important to ask students what worked well for them and what didn’t. Their voice should be critical to moving the design of the future version of online supports forward.
Colleges moved very quickly to help students. We knew it would not be perfect, but colleges should debrief when they have time to discuss lessons learned.

- What is worth keeping?
- What needs to be refined?
- Where do there need to be new workflows, structures, processes?
- What did you see other colleges do that you would like to implement and refine for your college?

How much concern is there about decreasing state budgets and less support for community colleges when we are needed most to help vulnerable populations and return people to work? Any suggestions for resources to fill these gaps?

Answered during recording.

How do you think this experience will impact the future conversations on the issue of class sizes and full-time teaching load commitments?

Answered during recording.

Organizational Strategy

How do you evaluate staff performance when the environment has changed so much?

- In pay for performance environments you can always reset 2020 targets in a later quarter with new thresholds based on adjusted budget forecasts.
- In a competency-based performance environment you can modify your performance plans and evaluate all staff based on core organizational competencies that apply across all job roles.

Please share an effective strategy or two for effective team communication during this time of remote work.

- ATD’s CEO has a practice of sending a Monday message to all staff that is reflective, full of information regarding the work of ATD, and helps to connect the dots across the work activity of the organization. The message recognizes employees for outstanding work and shares industry new articles. The email helps to set the tone for the work week and is used as tool for staff engagement.
- The CEO also implemented “Let’s Talk” Zoom sessions, with an open invitation for staff to engage with her to discuss COVID-19, ATD work, and new ideas on service delivery.

How do you recommend balancing supporting our students and avoiding staff burnout?

- Staff burn-out: HR is actively engaged in “self-care” check-ins with staff. Self-care check-ins have been highly effective in connecting staff with resources to help them balance work-life in a telework environment. HR has been able to speak with staff one-one-one regarding eldercare, childcare, navigating medical coverage related to COVID-19 testing, EAP, and other issues.

Ideas for helping faculty and staff who are working remotely for the first time?

- Conduct a survey assessment of the tech tools people use or need to perform their jobs and reinforce the availability of training via online tutorials, hosted webinars, or quick-start guides.
- Use of modified or alternative work schedules to assist staff who may find difficulty balancing the demands of working remote with family or childcare demands. Also, remind staff of benefits available to them through the new FFCRA guidelines.
Strategies on working from home

➢ Encourage faculty and staff to maintain a normal or modified work schedule with scheduled breaks for lunch, exercise, or getting fresh air. Leverage LMS systems and EAP program that may have online trainings and information on COVID-1 or trainings for managing stress, childcare tips, etc.

How to continue to provide quality Professional Development for staff in a 100% virtual environment.

➢ Leverage LMS systems and/or resources within your training departments to promote virtual learning to include technology tool training, customized training on adapting to student needs in a virtual environment. Encourage peer to peer learning opportunities for staff to share ideas and new strategies (i.e. grading and proctoring exams).