Equity in Design for Holistic Student Support:

Supporting the Success of Students Enrolled Part-Time During COVID-19

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HOW TO ENGAGE

- Audio Settings – Select audio format. Click **audio settings** to select Mic & Speakers devices. (A)

- Q&A – If turned on by an organizer, attendees can submit questions and review answers. (B)

- Chat – Broadcast messages will show here (C)
CHECKING IN:

WHAT ARE YOU GRATEFUL FOR TODAY?

Type your answers in the chat box.
EQUITY IN DESIGN FOR HOLISTIC STUDENT SUPPORTS

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STUDENTS ENROLLED PART-TIME

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SPEAKERS

Shauna Davis
Executive Director of Holistic Student Supports

Dr. Laurie Fladd
Director of Holistic Student Supports

Julia Lawton
Director of Holistic Student Supports
STUDENT PROFILE

65% of community college students are enrolled part-time.

Who is more likely to attend part-time?
- Women
- American Indian and other Native American students
- Hispanic or Latino students
- Black or African American students
- Over the age of 25
- Low-income
- First generation

What does their life look like?
Part-time students are more likely to:
- be working while studying.
- have dependents to care for.
- be financially independent.
- support their parent(s) or guardian(s) financially.
- have trouble getting $500 cash or credit in an emergency.
THERE OUTCOMES

(SIX-YEAR GRADUATION RATE)

Full-Time Students

Students Enrolled Part-Time
at Least One Semester

Worse for...

➢ Black and Hispanic Students
➢ Male Students
➢ Younger Students

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Students enrolled part-time are less likely to use supports already. This may mean they are less likely to have a person they feel comfortable going to for help.
Students enrolled part-time are also less likely to have developed a true connection with faculty.
TODAY’S DISCUSSION

1. Immediate Focus: Triage

2. Long Term Focus: Strategy Planning
DESIGN TIPS (1)

➢ Practice grace for yourself and for others. We are all doing our best.
➢ When living in crisis, it is critical to remove uncertainty.
➢ Keep it simple. Ask yourself, ‘what would this look like if it was easy?’
➢ Consider forming rapid response teams with cohorts of students. Have these teams well-equipped with updated resources and information.
➢ Focus on what you can control and influence.
➢ Don’t strive for perfection. Try ideas out and be prepared to refine or pivot as needed.
➢ Build in short breaks for your own welfare.
➢ Structure regular touchpoints. Consider shortening advising appointments and scheduling them to occur with each student multiple times, particularly those who need more support and community.
➢ Build in as much flexibility as possible.

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DESIGN TIPS (2)

➢ Mix in high-tech and low-tech learning and engagement options (video call is great but phone calls work too!)

➢ Center empathy and humility in your decision-making. We’re all learning something new every day during this.

➢ Shorten communications to the critical details and always include a human element.

➢ Add new early alert options, such as ‘student/family member is ill’ or ‘student has no laptop/internet access’ or ‘student lost job’ or ‘student has dependents to care for’.

➢ Make time for yourself, where possible. Whether this is minutes alone where you meditate, go for walks in low-foot traffic areas if allowed.

➢ Prepare for how you might support students who do get sick or have sick people to care for (both how do you approach the academic side and how do you help them personally).
RESOURCES

➢ ATD’s Equity in Design for HSS Brief Series (scroll to the bottom of the page): https://www.achievingthedream.org/resources/initiatives/holistic-student-supports

➢ Recorded Webinars: https://www.youtube.com/user/atdchannel/videos

➢ ATD’s HSS Redesign Toolkit: https://www.achievingthedream.org/resource/17502/holistic-student-supports-redesign-a-toolkit

➢ CCRC Research into technology-mediated advising redesign: https://ccrc.tc.columbia.edu/research-project/integrated-planning-and-advising-services.html?other=rel_prepub

➢ Case study of Trident Technical College’s advising redesign: https://ccrc.tc.columbia.edu/publications/ipass-four-case-studies.html
COVID-19-RELATED RESOURCES

➢ General resources and updates:
  https://www.achievingthedream.org/resources/covid-19-updates-resources

➢ Extensive hub of resources on a variety of topics for the ATD Network:
  https://atdconnect.instructure.com/courses/386
ONLINE TEACHING & LEARNING THROUGH DISRUPTION WEBINAR SERIES

Webinar 1: Strategies For Rapidly Moving Online
Wednesday, March 25 1:00 P.M. Et / 10:00 A.M. P.T.
View the recording here.

Webinar 2: Topic TBD
April 1 1:00 P.M. Et / 10:00 A.M. P.T.

Webinar 3: Topic TBD
April 8 1:00 P.M. Et / 10:00 A.M. P.T.

Webinar 4: Topic TBD
April 15 1:00 P.M. Et / 10:00 A.M. P.T.

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FREE VIRTUAL CONSULTATION FOR ATD NETWORK COLLEGES

Student Support Services

For a 45-minute consultation for student services leaders in need of assistance to address the challenges of providing virtual student services and supports, schedule using this link.

Teaching & Learning

For a 45-minute consultation for faculty, or instructional designers in need of assistance to make a quick transition to an online environment, schedule using this link.
Contact us with questions and to learn how we can support your Holistic Student Supports work.

Julia Lawton, Director of Holistic Student Supports, Achieving the Dream

Email: jlawton@achievingthedream.org

Direct line: 240 450 3836