



Institute #2 Role-Alike Activity: Breakout Room Notes

COVID & Financial Challenges--How has guided pathways helped with the challenges colleges are facing?

Increased the pace of the conversation regarding guided pathways
Increased coordination and collaboration to ensure positive student experience
Technology and CARES act funding distribution
Potential differences in data could impact future planning
More of a focus on efficiency re: transfer to result in less time and money spent on education
Faculty: Summer Institute for Faculty at Jefferson CC helped them to get a really strong online course; faculty were mentored and got a stipend and ended up with a clear class for the fall
Faculty: Guided Pathways will help us retain students. If we can retain students, that will help our bottom line too.
Faculty: Guided pathways will help with student retention; A little bit more of a guided pathway/plan will motivate them to stay in school.
So many transitions - opportunity to onboard people to guided pathways
Guided Pathways focus on collaborations helps with having fewer full time faculty and staff
Opened restrictions on information sharing via email and phone rather than in person
Increased electronic processing
Lifted a number of holds that required students to come to campus, increased the feeling of empowerment for the student
Electronic advisement has reduced the "student shuffle"

Guided pathways have not consistently been a part of the conversation about financial challenges at some institutions. It does help us think about our students at greatest risk. Some institutions consider significant staff reductions and that forces a look at academic capacity and how it aligns with our goals. We need to look at where we want to be in 5 years- better communication with students, better outcomes-- and the Guided Pathways framework helps inform staff adjustments. Other institutions are looking at streamlining, but it's a tough time to try to be intentional and consider GP priorities...Despite planning, there is not always a feeling of being involved in decisions. Guided Pathway considered in program elimination. Very lean administrative structures are a current challenge, as in working in a collective bargaining environment. If Guided Pathways can be kept in mind, though, it can provide guidance. Revising the advising model can improve student experience while also achieving cost savings.

Work we did to understand student population has helped us get grants and look for different funding sources - we had a clear vision of how we wanted to move forward because of guided pathways
We were forced into change and that helped us see it could be done
COVID called the question on how to reimagine significant changes to placement testing and developmental education and many colleges seeing great gains through multiple measures and co-requisite models
All incoming students advised by professional advisors prior to the first day of classes.
Having moved to caseload advising (single point of contact) has become even more critical and valuable during the COVID-19 pandemic. Better communication and referrals.
Students had a plan which helped in academic and financial planning.
Cares Act money was very helpful.



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We have had space to think more about the sustainability of the large number of course/program offerings we have. Unsustainability or need for change within programs has become even more clear. Need to balance COVID considerations with broader considerations of our regions.

The cost that would be added if our colleges were NOT pursuing GP - greater retention and student success while advancing equity.

People came together, sometimes sacrificing, to make things better.

Guided Pathways has allowed us to streamline the general education core with greater clarity. GP and SUNY has brought additional resources to the table for colleges that would not otherwise be able to afford (speakers, release time, etc.).

Guided pathways needs to continue forward especially regarding equity issues

Virtual world has allowed additional collaborations

Try to meet demands for displaced workers; funding & partnerships with county government & anticipate programming & funding; to move people from learning to jobs; cataloging programs as modules to help displaced worker (quick learning to get back on the job)

CNA essential workers were able to continue training

COVID has been a catalyst to get us to a place where we are serving students better, but having to do their "usual" role, too.

GP work is more challenging given the other work everyone needs to balance.

Expectation that COVID would give us an enrollment increase

*Celebrate and pat yourselves on the back for doing things quickly (esp. faculty); can do things differently; support & reach students in the virtual world and keep those that are positive

Time for opportunity; electronic services available; & new ways to help students (virtually appointments; testing; etc); helps adult students; break down walls and think outside the box; we can do this attitude; flipped mindset

Pandemic has helped to accelerate GP pathways; multiple measures placement

GP conversations are not as rich early on compared to now, as there is more intention in the work being done.

Showed us we still work in silos. We need to create a student success model to address issues or any concern, they know they have a team of people who can assist them. No bouncing from office to office.

We now have to be intentional in creating a student experience.



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Fees and fines were revisited due to the accessibility of campuses (library books, etc.)

COVID made us ask what can we do to enhance the student experience?

Programs with clear pathways didn't impact as much; stronger framework for other programs & students

Really saw student needs and provided resources.

Guided Pathways gave us a toolbox - we had already had conversations about student need - so we were much better prepared and had communication channels in place

Transitioning to online learning - Communication to students, linking students to resources, navigating issues based on their needs (what they needed to know, where to find information, how are we guiding students as they come on campus). Make sure that we're maintaining the ability to connect students with services (mobilizing).

More time has been afforded to have conversations more often now that so much is virtual, refocusing of time

New scheduling modalities - clear program maps allows advisors/students see what is most essential so they keep momentum if going part time

Equity Considerations--What does addressing equity issues in the time of COVID-19 mean within the Guided Pathways model?

Had a call campaign to all students, divided into general population and special cohorts. Broad participation. Answered questions about pass or fail options. Repurposed staff for this. Looked at subpopulation, like students with disabilities, to provide targeted support. Reached out to ALANA, student government, athletes separately. Looking at the effect of this intervention. Learning from this and repeating based on that assessment.

Guided Pathways primed people's mindset around equity in making decisions. Sensitized to the effect that the pandemic was having on most at-risk students (grade options). We are making some policies, like grades, permanent. Maintaining a student-ready department.

The EOP model, for example, is known to be effective. Guided Pathways is a model that tries to extend the EOP model to more students to support their success.

Without GP, we would have continued to avoid and skirt around the edges of uncomfortable conversations about race, ethnicity, and other sensitive, complex topics.

Students do not have access to wifi and computers--we didn't realize just how many students rely on campus resources. We've seen students looking for wifi in public "on the street" for phones.

Administration is quite surprised at the challenges students face with not only accessing technology but in using the technology of remote learning. Students need a great deal of support on tech literacy. This includes accessing tutoring resources remotely.



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Equity does not mean the same thing for everyone - for example, how is our first year experience program/courses meeting the needs of students?

Opened our eyes to challenges students face - being more compassionate, listening

We are surprised how little students are using virtual resources. They are not taking to the virtual resources and offices as readily as we thought they would. Many students prefer face to face interactions.

Reference/research sessions with library have been more frequent, longer, and more robust (unexpected)

After John Fink talk- thinking hard about "What is OPPORTUNITY?": what are student goals and opportunities at onboarding through transfer or graduation into careers.

Sharing equity questions from NCII with the senior leadership team to engage all areas of the college in equity and guided pathways in general.

Equity is core to Guided Pathways and has come to the forefront to allow us to have a focused conversation on student success.

Access to technology, wifi, safe space for educational pursuits. How do we offer space for testing, studying etc. How do students utilize the resources in remote settings?

The importance of holistic support to get students most in need (lower SES) linked to necessary supports has been amplified.

Noticeable challenges with retention of under-served students during the pandemic due to various challenges. Students taking fewer credits during the pandemic that takes them off track from on-time graduation.

Starfish has been helpful in getting the alerts out on students.

COVID has shown us we are losing more male than female; more black and hispanic male students by far. It has given us this primary piece of data; it is glaringly obvious.

COVID was the catalyst to have these meaningful discussions and Guided Pathways primed the pump for these meaningful discussions

Laptop distribution for loaners/purchase from SUNY and outside partners

Help people see their role in the equity discussion

How to take the equity piece and put it into the classroom, in addition to onboarding work.

Provide professional development, classroom focused, going through the syllabus

Administration, faculty, and staff experiencing what students are experiencing in real time - it makes us all more compassionate

Conversation around access to technology and ability to use technology - offering socially distant on-campus time

Guided Pathways holistic student support perspective - meeting student where they are from point of entry - has helped tremendously

Guided Pathways focus on the partnerships with highschool and other pathways - communication, comfort level - helping students see the path



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Flexibility around grading

Providing non bias pathways focused on equitable results

Provide resources to all. Equalizing access, removal of barriers

Created baseline requirements for technology for all students

Provide funding to purchase technology

Communicate with faculty to ensure equitable remote classroom experiences

Faculty: Hudson Valley scrambled and found laptops for any student that needed one, from simple chromebook to more capable machines according to their need. Other colleges did similar. WiFi hotspots in parking lots at Jefferson CC. This is something that should/could have been done outside time of crisis, but crisis made it happen.

Faculty: Westchester CC: worried about home environment for students - possibly difficult to study, attend class in a home where many people were living at the same time. Allowing students to participate according to their preference in terms of mute/video to make things a little easier.

Providing technology to students that didn't have it (supporting students along the way, while allowing them to continue with their academics). Pipeline programs experienced challenges, (mental health, working part-time, food insecurities). The outreach from the college provided support (providing outward facing information about resources). Providing opportunities for students to register for courses in person.

Providing laptops to students, getting resources they need, food pantry pick-ups - part of the culture - keeping students in school

Pathways has made us look more deeply at who is coming to classes and why, where they're going - disaggregating the data

Faculty: Check-ins and interventions, campus wide wellness check, students called each week, faculty became more flexible.

Student success team assigned to help students get through path-now are more intrusive, targeted outreach, check-in calls, changes in advising and registration to offer more options, connecting to enhanced resources on campus - more proactive!

Equity in computer and broadband access; how do you help students without services; library with mobile hotspots; parking lot wifi; etc.; laptops etc.

Student parents (single parents) needs to help their kids and learn themselves; unpacking great need there; especially non traditional students;

Athletes were impacted as well; coming out of area and can't play is an issue for them which is what they came to do; issue with retaining; large diverse population of students

Embracing GP along the way prepared for Title V students; additional resources for students of all backgrounds, races, social economic status



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More use of Starfish beyond surveys - flags and increased use of kudos

Emergency fund set up, up to \$500, to help them complete their degree - even if didn't qualify for Cares Act funding - money from foundation, other fundraising efforts, matching efforts in the community - needed to meet with a counselor first to see if there was any other way to help them

Communication--How will you communicate the commitments from this Institute and guided pathways when there are so many urgent priorities?

Use opportunities when we have events that we speak at to communicate priorities. Include Guided Pathways in those communications. Reinforce good work that supports students and use that to leverage action.

Link to the priorities of the institution. Transfer and Career impacts most areas. Link with the strategic plan.

Provost speak to the college community at opening of term

Connecting to colleagues, workforce development, interpersonal 1:1 work. Maybe focus on professional development days - infused in strategic plan

Send out recordings from this institute to key members of the college community

Senate meeting and marketing information sharing

Relationship building

Open meetings with GP as a standing agenda item; College Senate with GP standing agenda item; GP Steering Group meetings are all open to the college community; GP as a standing agenda item on Board of Trustees meetings.

Integrating GP as central to the update of the Strategic Plan.

Creating a unified communication plan between Academic Affairs and Workforce Development to clarify strategy and work on career pathways efforts.

Enhancing dual credit offerings by reshaping it through a career pathways lens - hoping it will create a higher yield.

Shaping articulation agreements with career pathways in mind to create a more efficient and focused student experience.

FLCC: we have been talking a lot about how to bring in those not yet on board with GP given these new challenges. We are also in the midst of Middle States evaluation and working to communicate well around everything going on with GP, COVID, Middle States, and FYS courses. Provost and others are very dedicated to communicating across constituencies.

Faculty: We can connect these to ongoing initiatives. Casual conversations have become more difficult. We have to be more intentional. Initiate.

ECC will be rolling out a new website and we are using Guided Pathways exemplars as a model for improved communication of transfer and workforce information for our students.

Give an overview of next steps from Institute to general faculty meeting, including 'ah-ha' moments; ask for data, figure out how to share it. We have a framework in mind.



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SOEX: Suny Orange Experience council: shepherding GP and open to the entire campus; serving in an advisory capacity and get a wide perspective on conversations happening. Report out to this group.

The institute gets people fired up and wanting to know more, know updates; bringing back focus; harkens back to the "the new normal"

Coach and facilitator to bring it up with administration, plan on how to get data out in appropriate ways; hoping for a "call to action"

Going back to look at student success committees, who is at the table, how to listen to each other and working as one college

Move Career Coach work forward, engaging all faculty; sharing links of the data available and how to use them - meetings are reminders to engage with it

Regular communication with Faculty Senate, with staff representatives, a good way to get information out

Guided pathways is an attractive way to encourage student enrollment and that has encouraged participation

Involving IR to improve transfer success - we need many on board for these conversations

Campuswide round tables, keeping the Guided Pathways conversation going by remembering the WHY,

Nature of the work itself not only one group impacted by GP; walls between credit and noncredit; ways to work together on things like the catalog for training; helping to communicate across all aspects of college; how to get beyond buzzwords

Including students in the conversation and communicate with them

Other conversation notes

Where does Library work in with Guided Pathways at your institutions?

We finally saw how paper heavy and disjointed some of our processes were!

Guided Pathways has helped me think differently about College Success courses
Faculty have demonstrated lots of flexibility - we are approaching things differently everyday- faculty can be role models for adaptability for the best interest of students - which is very helpful in implementing guided pathways

We will never be the same. (processes, people, new policies, hours of service availability)

What can we work on now without driving ourselves crazy? Too many options!

Work day is now all day, everyday; how will students feel when there is more workday



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structure/potentially less availability?

More communication, social media presence online will stay so we can meet students where they are - need to learn new and different modalities

Meeting with students virtually works very well, once technical pieces were worked through - expanded service times, availability

Each incoming student has a name of a person to use as a contact, generated more questions but more answers were obtained - more personalized

Missed opportunity to discuss diversity issues (police shootings, politics). Providing a safe space to have civil discourse. Equity could remain a core value even in the time of COVID-19. Thinking about equity issues when it comes to technology, grading, etc. Conversely, COVID-19 has presented opportunities to address issues regarding equity. A different perspective had to be taken when looking to provide quality services to students. The need to be more flexible to our students' needs (responding to email, changing deadlines, etc)

We accomplished a lot more of GP because of COVID (online resources, software, flexibility etc).

Full campus; all functions and how to explain that across the college

Programs like Hospitality serve as entry points to other careers for many students. We have the opportunity to be optimistic and anticipate the future of these service industries!

Short quick videos intro to GP; four pillars; planning areas; what are campuses doing to sustain work