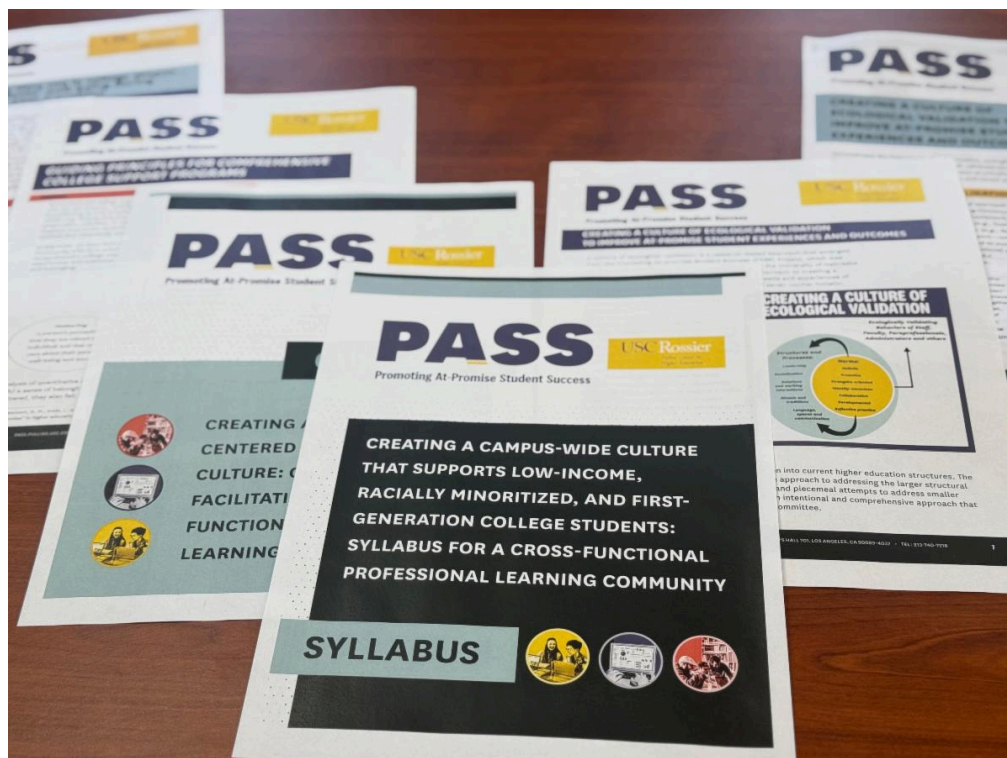


PASS

Promoting At-Promise Student Success

Issue #3 — December 2024



NAVIGATING TIME AND WELL-BEING – LESSONS FROM AT-PROMISE STUDENTS

The pace and responsibilities of college life can be demanding — in ways that are both generative and daunting. For students from at-promise backgrounds, time pressures often come with unique challenges. In this issue of the PASS newsletter, we highlight resources that illustrate a connection between time navigation and well-being, including:

1. A [peer-reviewed article](#) recently published in *Research in Higher Education* that highlights relationships between at-promise students' well-being and time navigation — a concept that integrates an equity-focus into understanding how at-promise students spend time

[Note: please contact [Christine Rocha](#) if you are unable to access this article through your institution];

2. A [practitioner brief](#) that defines key terms related to time and well-being, summarizes salient findings from our mixed methods analyses, and offers recommendations for practice; and
3. The below insights from one of our phenomenal practitioner partners, Jennifer Harvey.

Our research shows that activities like attending classes, studying, and working for pay — all essential parts of college life — tended to lower well-being for students. Results were particularly compelling for first-generation students, who faced even more stress with different daily demands than their peers. Spending time socializing had a positive impact on students' well-being, suggesting that social connections matters.

Interviews with hundreds of students revealed that building a structured routine and intentionally reflecting on time and well-being — something they did individually or in a structured context (i.e., program activity, mentoring) — proved beneficial. These insights give us a fresh perspective on low-income students' college experiences and point to specific ways that programs and colleges can better support students' well-being.

In other news, we're also very happy to share links to resources generated through our work with Professional Learning Communities in collaboration with a wide range of University of Nebraska stakeholders. Also please find a list of publications disseminated since our last PASS newsletter.

As always, we appreciate your support,
The PASS Project Team



PASS Project: Ecological Validation Video

This [5-minute animated video](#) provides an overview of Ecological Validation.

A PRACTITIONER'S PERSPECTIVE ON SUPPORTING STUDENTS' TIME NAVIGATION & WELL-BEING

By Jennifer Harvey,

Director of the University of Nebraska Kearney's Thompson Scholars Learning Community

One question I continue to ask in our department and on our campus is: *How are we changing our practices and policies to be student-ready, rather than expecting students to be college-ready?* At-promise scholars entering college have many pressures and responsibilities that we need to acknowledge and adapt to for students to not only be successful academically, but for them to experience positive well-being as well.

[Read More](#)



SHARING NEW RESOURCES FOR CULTURE CHANGE

After co-facilitating a series of Professional Learning Communities (PLCs) in collaboration with colleagues at UNK, UNL and UNO, we developed a suite of resources for campuses seeking to engage in culture change work in support of at-risk student success. We are grateful to our University of Nebraska practitioner partners whose valuable insights informed the resources — and especially to those who contributed as co-authors.

The central resources are a [guidebook](#) and [syllabus](#) designed to support campuses committed to learning about and enacting [ecological validation](#)—an asset-based approach to bolstering support to students from first generation, low-income and/or racially minoritized backgrounds. The resources are housed on the [PASS website](#) in the new [Professional Learning Communities \(PLCs\)](#) section. The guidebook outlines the potential of PLCs to break down institutional silos by fostering cross-functional collaboration and provides an overview of what a PLC consists of and how to run one. The syllabus offers a variety of suggestions for readings, discussion questions and activities to support PLC participants in engaging in institutional culture change. Also available on the website are a variety of practitioner briefs and activities to support the lessons in the syllabus, such as how to plan a cross-functional summit, who is considered an educator, and a model for coordinating student success initiatives across campus.

For more information, please contact [Zoë Corwin](#).

RECENT PASS PUBLICATIONS

Direct links are provided to each publication. If you are unable to access these publications please contact [Christine Rocha](#) for a pdf copy.

- Hallett, R. E., Kezar, A., Perez, R. J. & Kitchen, J. A. (2024). Creating a student-centered campus-wide culture that supports historically and currently marginalized students. *Change: The Magazine of Higher Learning*, 56(5), 22-30. <https://doi.org/10.1080/00091383.2024.2385265>.
- Kezar, A., Hallett, R. E., Corwin, Z. B. & Hypolite, L. (2024). Moving toward institutional culture change in higher education: An exploration into cross-functional professional learning communities. *Innovative Higher Education*. <https://doi.org/10.1007/s10755-024-09753-1>
- Kitchen, J. A., Bowman, N., Todorova, R., Irwin, L. & Corwin, Z. B. (2024). The relationship between low-income college students' time use and well-being: A mixed methods exploration. *Research in Higher Education*. <https://doi.org/10.1007/s11162-024-09812-8>

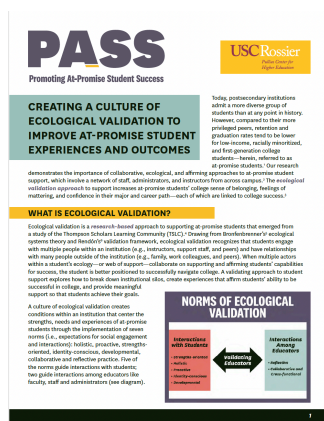
RESOURCES FOR PROFESSIONAL LEARNING COMMUNITIES

- Hallett, R. E., Corwin, Z. B., Hypolite, L., Nagbe, M., Kezar, A. (2024). [Who is an educator on your campus?](#) [Brief]. Pullias Center for Higher Education, University of Southern California.
- Hallett, R.E., Hypolite, L., Corwin, Z. B., Nagbe, M., Kezar, A. (2024). [Considering college students as “at-promise”](#) [Brief]. Pullias Center for Higher Education, University of Southern California.
- Hallett, R.E., Kezar, A., Corwin, Z. B., Hypolite, L. I., Nagbe, M. N. (2023). [Cross functional professional learning communities in higher education](#) [Brief]. Pullias Center for Higher Education, University of Southern California.
- Hallett, R.E., Kezar, A., Corwin, Z.B., Hypolite, L., & Nagbe, M. (2024). [Ecological validation coordinating groups: Key processes related to campus-wide culture change.](#) [Brief]. Pullias Center for Higher Education, University of Southern California.

RECENT PASS CONFERENCE PRESENTATIONS

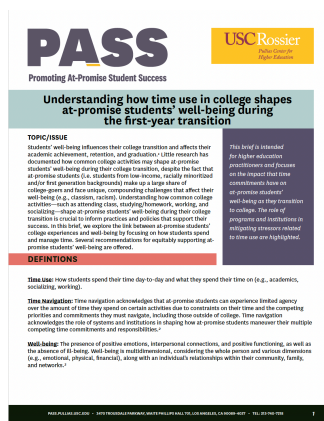
- Hallett, R. E., Kezar, A., Corwin, Z. B., Nagbe, M. & Hypolite, L. (2024, November, 21). Exploring how individual and collective learning influence institutional change to support student experiences and outcomes [Conference presentation]. Association for the Study of Higher Education, Minneapolis, MN, United States.
- Hallett, R. E., Kezar, A., Nagbe, M., Hypolite, L. & Corwin, Z. B. (2024, November, 23). Creating micro-institutional change through cross-functional learning and action [Conference presentation]. Association for the Study of Higher Education, Minneapolis, MN, United States.
- Irwin, L., Katsumoto, S., Bowman, N. & Tennesen, N. (2024, November, 22). Examining campus engagement and success among lower-income students [Conference presentation]. Association for the Study of Higher Education, Minneapolis, MN, United States.
- Kitchen, J. A., Harvey, J., Love, H. & Corwin, Z. B. (2024, July 22). A multidimensional peer mentoring model for at-promise students [Webinar]. Innovative Educators, Online.
- Kitchen, J. A. (2024, October 10-13). Re-imagining Approaches to Major and Career Support for Today's College Students [Conference presentation]. Leadership in Higher Education Conference, Orlando, FL, United States.
- Tennesen, N., Todorova, R., Irwin, L., Katsumoto, S. & Bowman, N. (2024, November 22). *Off-campus support and success for lower-income first-year college students* [Conference presentation]. Association for the Study of Higher Education, Minneapolis, MN, United States.

RECENT PASS BRIEFS



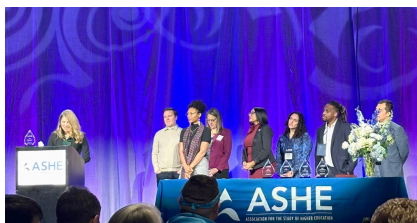
Read this New Practitioner Brief:

"Creating a Culture of Ecological Validation to Improve At-promise Student Success"



Read this New Practitioner Brief: "Understanding How Time Use in College Shapes At-promise Students' Well-being During the First-year Transition"

NEWS



The Pullias Center Accepts Special Merit Award From the Association for the Study of Higher Education (ASHE)

[Read More](#)

PASS Project Featured in New Book

Publication details findings from the Promoting At-promise Student Success project

Pullias Center director **Adrianna Kezar** is one of the authors of "Creating a Culture of Campus-wide Student Success," a book that highlights key findings from the **Promoting At-promise Student Success (PASS) project**. PASS project team members **Joseph**

Kitchen, Ronald E. Hallett and **Rosemary J. Perez** join Kezar as authors of the new book, published by Taylor & Francis.

Offering a new approach to institutional practices, this book describes evidence-based strategies to create a campus culture conducive to truly supporting *all* students. We are at a critical crossroads in higher education, where large numbers of low-income, racially minoritized, and first-generation college students – referred to in this book as "at-promise students" – are attending college in greater numbers than ever, yet access has not translated to significantly improved retention and graduation rates. This book, therefore, proposes a realignment of existing initiatives to create campus-wide support through a new model of coordination.



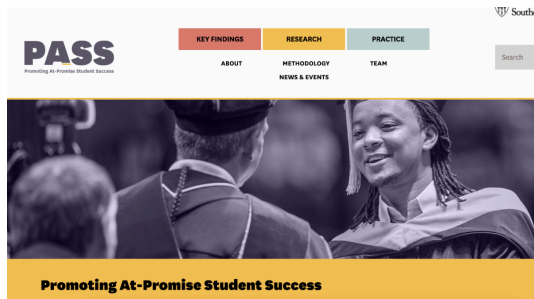
CREATING A CAMPUS-WIDE CULTURE OF STUDENT SUCCESS

AN EVIDENCE-BASED APPROACH TO SUPPORTING
LOW-INCOME, RACIALLY MINORITIZED, AND
FIRST-GENERATION COLLEGE STUDENTS

RONALD E. HALLETT, ADRIANNA KEZAR,
JOSEPH A. KITCHEN, and ROSEMARY J. PEREZ



Buy the Book



Promoting At-Promise Student Success

PASS Website

Please visit our website for more information related to the PASS study.

Visit our Website

USC Rossier
*Pullias Center for
Higher Education*

The Promoting At-promise Student Success (PASS) project is a partnership between the USC Pullias Center for Higher Education, the University of Nebraska and the Susan Thompson Buffett Foundation.

USC | Pullias Center for Higher Education 3470 Trousdale Parkway Waite Phillips Hall 701 | Los Angeles, CA 90089 US

[Unsubscribe](#) | [Update Profile](#) | [Constant Contact Data Notice](#)



Try email marketing for free today!