



POST-PANDEMIC VISIONING 2021

2023 Update: Stories of Success in Instruction

COLLEGE OF

MARIN

INSTRUCTION

**COM Redefines Classroom Experience,
Expands Educational Success via
Technology and Instruction;
Innovative Scheduling Meets
Students' Needs**



HOW WE MIGHT ACHIEVE THIS

Instructional Programs

Goals 1, 3, 4, 5

- Offer classes in a variety of formats:
 - face-to-face
 - asynchronous
 - hybrid (asynchronous and in-person)
 - synchronous Zoom
 - HyFlex (simultaneous in-person and synchronous)
- Increased, consistent Canvas use:
 - front instructional content online in Canvas
 - provide hands-on experience face-to-face in a classroom
- Offer online office hours
- Consider paths for professional development and training for faculty to effectively offer new instructional formats

Stories of Success: Nursing

There has been a change of 180L to accommodate student learning of theory and practice. The course was offered in a hybrid format in Fall 2020 because of the pandemic; In Fall 2022, when the students could return back to in person instruction, based on student feedback and to suit their needs, the course was transitioned to a hybrid format, where students are provided the theory prior to coming to campus for practicum of skills.

Students Nursing Association – noticed lack of representation in faculty and materials. They joined w VP and chair and DEI newsletter that they put out and included highlighting issues (gap in assessing patient skin when measurement is related to white skin, for example) – students come to our faculty meeting twice per month. Two different times and modalities and student/faculty forum. Hear student feedback.

Stories of Success: Biology

The Biology department has started to offer some of our courses as hybrid, giving students another option of course delivery to the traditional in-person classes. This gives students that want a bit more flexibility to balance work, childcare etc.

Because of all the work we did to get classes online during COVID, a lot of our courses have supplemental material (such as videos, worksheets, low-stakes quizzes on Canvas) that enhances student learning of both the lecture and the lab material.

Many of our instructors have gotten much more used to technology and now record their live lecture and then post them on Canvas. This helps student who need more time with the material (hear it again) and also gives students who miss class a way to keep up with the material.

Stories of Success: Business

In our Section IIB Student Success Trends discussion, we considered how BUS might further align with the Educational Master Plan. In order to better support the EMP's Student Access and Success goals, the BUS department adjusted our collaboration with the Counseling Department for the sake of student awareness and planning. We identified and engaged a specific assigned Lead Counselor to support BUS students in examining options, goals and objectives, planning a multi-term course schedule to best prepare them for various transfer and life options, develop their multi-year plan, and oversee their success. We have already received numerous reports from students, lauding the work of our new Lead Counselor and confirming how this new collaborative work reduces barriers to students achieving their educational plan goals in a timely manner.

In the same section of our Program Review, in response to the call of the EMP to develop innovative offerings, scheduling, and delivery methods for student success and equity, we developed BUS 163 – Personal Finance, as not only a means to cultivate necessary financial literacy, but specifically designed as a tool for equity and inclusion, embedding frank and honest exploration of the history of systemic racism embedded in our banking and financial systems, and encouraging knowledge, experience, and awareness of the inherent inequities as a tool for dismantling historical systems of bias. We elected to offer BUS 163 in-person, hybrid, and online asynchronous modes in order to promote accessibility to the widest range of students.

Finally, as noted in our Section IV 360 feedback, we continue to balance our mix of online and in-person modalities in our overall course offerings, in acknowledgement of both the significantly increased demand for online instruction the entire CCC system is encountering post-COVID, as well as the inherent inequities that persist in online access, disproportionately impacting marginalized and underserved student households. Unconnected students without access to necessary technology are placed in a significantly disadvantaged position to learn, and our BUS department is committed to not leaving them behind.

Stories of Success: Psychology / Library

Every semester, Professor Shawn Purcell asks his PSYC 110 students to find one IMRAD (Introduction, Methods, Results, and Discussion) psychology article, dissect it and apply it to their lives. Coordinating with the library, he encourages students to get help from librarians, and they come to the reference desk in droves (or get librarian help via email or Zoom)! Librarians are able to find articles with the student related to their identity, needs, and interests, teach them some information literacy along the way, and give them some encouragement to seek more help from the library for future assignments across the disciplines.

Stories of Success: Medical Assisting

Our Medical Assistant Program serves a diverse population, data collected for the period 2021-2022 shows a racial distribution of 49% Hispanics, 26% Whites, 13% Asians, 7% African Americans, while gender representation is 87% females, 12% males. During the first weeks of each semester our faculty answer questions about the program and make themselves available for students through different platforms: during class, office hours, or zoom meetings. Communication with and availability/accessibility to our students is vital to provide a safe academic environment in which students find a space to learn and communicate their academic needs. Through our classes we provide information about other health care careers, invite students to share their goals and encourage them to explore other academic options if feasible.

Stories of Success: Counseling

During the Pandemic, the Counseling department in collaboration with the Transfer/Career Center developed a class to help students complete their Personal Insight Questions for the UC transfer application. Because the traditional "PIQ Bootcamp" was not able to be offered in-person, we developed a new class, COUN 117 to provide students the support in completing the UC application. This class had continued to be offered Hybrid with a lot of great feedback from students..

Stories of Success: Math / STEM

--There have been some scheduling conflicts created through courses being scheduled in an overlapping way over the last couple of years. The math and sciences departments chairs were helped by a master scheduling committee to come together with the counseling dept representatives to identify and reschedule or shift course times to allow more logical concurrent enrollment. Not all schedule issues were resolved, but a key pinch point in the intro STEM pathway was identified, with proposed solutions implemented.

--The STEM Learning Community was also asked to support students in launching increased interest in programming languages after the pandemic. By launching the Computer Science Club, over 20 students were identified and cultivated to pursue their interest in a career in computer science, including an increased percentage of females, first-gen and non-traditional students..

Stories of Success: Communication

In communication classes, we have incorporated theoretical approach to communication study that center the experiences of people with disabilities, undocumented people, African Americans, and transgender scholars, to name a few. Additionally, the accepted canon of communication scholarship is presented within the historical context in which it was created the the situated-identity of the scholars. We have also been working with our college's COMmon Read book, The 1619 Project.

For public speaking classes and activities, the students are involved in creating and revising the grading rubric. We discuss how power relations are embedded in received wisdom about "effective public speaking."

Stories of Success: English

- Wellness in Words partnership with Psychological Services
- Movement towards contract grading
- Mentimeter and Padlet for quick real-time anonymous polling makes in-person class more engaging at times.
- Offering Zoom appointments outside of regular office hours has allowed me to connect more flexibly with students.
- Flexible attendance and late work policies.
- Highlight adaptive voice-to-text and text-to-voice technologies to aid reading and writing.
- Assign social annotation so that students have an opportunity to bond in the margins over identity-specific responses to the readings.
- • Do a think aloud - model how to analyze and think way through the text.
- • Read-a-loud activities: model reading text out loud and adding in what the reader is thinking while reading.
- • Teaching about metacognition and how this works in reading and writing
- • Teaching about how eyes move across page and access the information.
- • Use reading apprenticeship strategy of vertical reading – previewing and describing texts at different levels of difficulty to identify what makes a reading easy or hard, and also for setting priorities.
- • Using a document camera (Elmo) when accessing the text with students.
- • Assign “achievable goals” in reading and go over in the next class.
- • Explicitly teach reading strategies early on and then have students apply them.
- • Emphasize connection between reading and writing

Stories of Success: Fine Arts

Established tool lending library for students to borrow key implements for the semester (started sp22)

Advocated the college pay for Material Fees, rather than students (started f22).

Stories of Success: ESL

In response to the pandemic, ESLN instructors began more broadly using Canvas to communicate with students, using the Canvas Discussion forum, and uploading tests and assignments and homework. Now that we're back face-to-face, instructors have continued to use Canvas.