

Draft Outlines for two Covid-19 Status Reports

1. Focus on Students
2. Focus on Faculty

The goal of these outlines is to guide a report based on data from the many webinars and meetings the ASCCC received from the professional development series during April 2020 in response to the COVID-19 pandemic. The two reports, in essence, will culminate in a qualitative research report based on the many webinars and hundreds of interactive meetings that took place. Examples are based on what was shared by those that attended the many webinars and meetings that took place in April 2020. Attendance at meetings was voluntary from those that learned of the meetings, and may not be fully representative of all students nor all faculty in the California community College system.

Covid-19 Spring 2020 Student Status Report

Commented [JF1]: I wonder if we should call this Faculty Perception of Student status

- I. Introduction:
 - A. The California Community Colleges (CCCs) served over 2,382,000 (CCCCO DataMart) and represents the most diverse higher education system in the world. System-wide data indicated that last year, 70% of the students were part-time and over half rely on some form of student aid. Many of these students have a busy life with jobs, family, including children or other responsibilities in addition to commitments of pursuing higher education. This COVID-19 Emergency represented an additional level of stress on top of these students' lives.
 - B. Student data was also gathered during a webinar meeting with the statewide student government association.
The purpose of this paper is to better understand our student's condition and share strategies to enable faculty to help students complete this semester and continue with their educational goals.
- II. Methods of Data Collection and Review by Faculty:
 - A. Faculty perception data about Student's status was collected using XX provided by XXX and reviewed by XXX faculty to provide diverse assessment and insight on student experiences, needs, challenges, and important equity considerations.
 - B. An ASCCC webinar held in collaboration with the Student Senate for California Community Colleges (SCCC) provided a direct source of qualitative information. The discussion focused on how faculty can best support and address the most critical issues facing our students during the crisis.
- III. Key Points
 - A. Based on the analysis of the student data, the following are the most pertinent priorities that should be considered:
 1. XXX
 2. XXX

3. XXX

B. Based on the student discussion the following points were highlighted. Students emphasized XXXX

1. XXX
2. XXX

IV. Short-term Issues, Solutions and Consequences – What can/did we learn? What happened?

A. Short-term issues to be addressed by Summer 2020 so that solutions can be implemented before faculty and students begin the classes in June (if time permits) addressing challenges that may threaten student success such as enrollment, matriculation, graduation, closing equity gaps, etc (subject below was pulled from comments during meetings/webinars)

1. Quick reference hubs -Colleges have created quick reference information hub web pages with necessary information specific to the current operations, resources, information for registration, financial aid etc. (link to examples or not?) (Once links are started, it will be expected to continue with linked examples.)
2. Access to the IT resources - links sent out to access supplies and vendor deals
3. Communication with students - most are using Conferzoom, different means such as WHATSAP on their phone
4. Reality check on the use of online or zoom as a substitute Students did not sign up for an online class, and now they are having to learn how to use Canvas; some faculty aren't very proficient at online teaching and communication - The students did not sign up for DE. They may not have the technology and/or the space to complete a true DE course. We need to remember that we are doing emergency remote education, not necessarily DE.
5. Course completion - Some students are very concerned about finishing courses, completing all requirements - they are concerned about grades and the P/NP option
6. Registration for the next college session - Some students did not know they were supposed to show up to an online course
7. Altered home responsibilities - Although the student schedules worked for courses in a specific time, their jobs have changed, kids, family, or roommates are at home and that specific time of day may not work as well - asynchronous backup - scheduling issues
8. -
9. Virtual assignments, testing and Doing group work virtually
10. Basic Needs - Access to food bank on campus, time, space Need for a workplace Inability to find a "quiet place" for class or studying
11. Assessing support for courses (library, tutoring, clarification) and registration

Commented [2]: I will also adding strategies/efforts that have worked

Commented [JF3]: I think each of these needs a summary phrase

Commented [JF4]: There are several links on the front page of every college and ASCCC – an alert

Commented [JF5]: Also the Coastline Zoom cheat sheet and the Canvas quick starts

Commented [JF6]: For those without internet access

Commented [7]: Internet access and connectivity, addressing the digital divide

Commented [8]: and also building resiliency

Commented [9]: and other living conditions that may impact a student's health and ability to continue their education

- V. Long-term Issues and Potential Directions:
 - A. No job
 - B. No home
 - C. Doing work and tests online the following semesters
 - D. Lack of access to hands-on training for technical skills and required hours
 - E. Grades affecting transfer
 - F. Staying motivated
 - G. Making up missed work and adjusting transcripts if needed
 - H. Communicating with those necessary – counselors, financial aid, etc
- VI. Effect of Executive Orders:
 - A. Executive Orders will impact CCC and each CC district in a variety of ways....
- VII. What they will need when fall term begins in preparation for a possible 2nd wave – a summary
- VIII. Forward Thinking:
 - A. Forward thinking is student-centered thinking immersed in the current student experience complete with all of its uncertainty, fear, insecurity, challenges, and need for help. What can we learn from our students as we move forward?
 - 1. XXX

Covid-19 Spring 2020 Faculty Status Report

- I. Introduction:
 - A. The California Community Colleges (CCCs) served over 2,382,000 (CCCCO The CCC system employs approximately 17,500 full-time (tenure track) and 15,500 temporary¹ faculty. The enormous weight on faculty to deliver academic content via remote delivery to students who elected NOT to take online courses provides some essential lessons and considerations as higher education moves into a post-COVID-19 world. Many of these students have a full-life with jobs, family, including children or other responsibilities in addition to obligations in addition to pursuing higher education.
- II. Methods of Data Collection and Review by Faculty and Researchers:
 - A. Beginning in April 2020 the Academic Senate for California Community Colleges (ASCCC) hosted a series of webinars and meetings to assess the needs of faculty as the spring semester winds down. There were approximately XX meetings/webinars

¹ CCCC DataMart faculty and staff reporting for 2018 http://employeeata.cccco.edu/top_code_18.pdf

and with approximately XXX attendees. Notes from each webinar/meeting to be compiled, conduct a qualitative analysis by analyzing the notes for patterns and coding the common themes including outliers.

- B. Use of summaries and then uber-summaries
- C. Observations of attendees, many adjunct, disciplines with issues *lab sciences, math, CTE, ESL, communication)

III. Key Points:

- A. Based on the analysis of the ASCCC webinar across specified disciplines, the following appeared to be the most pertinent priorities that should be considered:
 - 1. XXX
 - 2. XXX
 - 3. XXXX

IV. Short-Term (and possibly longer term) Issues and Solutions

- 1. Workload appears to be significantly higher. While not an academic and professional matter, it does take time away from instruction
- 2. @ONE provides teacher training for Distance Education
- 3. It is important to note that preparing to teach as Distance Ed (DE) is markedly different from converting a face-to-face class to [Emergency Remote Teaching \(ERT\)](#)
- 4. Now (more than ever) there is a need to be flexible with your standards, but not lower the standards.
- 5. Oral Communication concerns
 - a) Challenges
 - 1. Students reading notes to side of computer instead of facing camera directly
 - 2. Considering benefits/challenges of live (Zoom) versus recorded speeches
 - 3. Lower motivation and engagement of students
 - 4. Students not having technology needed to connect with class and deliver speeches
 - 5. Students are distracted seeing themselves speaking in Zoom - can this be changed?
 - 6. Students seem to need things repeated much more than usual and aren't reading written instructions and notes in Canvas
 - 7. Nonverbal communication is limited
 - 8. How should peer critiques be handled? Verbal after each speech or via discussions later?
 - 9. Should speeches be shortened to accommodate the virtual delivery?
 - 10. How long can or should students list to live speeches via Zoom?

Commented [JF10]: meaning with students not the discipline

11. Should students be sitting or standing when delivering a speech?
12. Evaluating students for virtual delivery when they signed up to do face-to-face delivery; also, evaluating students knowing the challenges their facing outside of class
13. Looking for insights into communicating with students in ways that are encouraging knowing how much some are dealing with outside of class demands
14. Attrition
 - b) Solutions
 - c) Staining concerns –
 - (1) Lack of student feedback during zoom
 - (2) Lack of interaction and student student learning
 - (3) Lack of Socratic ability

II. Long-Term Issues and Potential Directions:

A. How do we complete hiring interviews and processes?

B. Specific to ESL -

1. Come colleges' implementation of assessment was still going to utilize an assessment center, which is now inaccessible. How will colleges assess ELLs?
2. Accuplacer holding [webinars regarding remote assessment](#):
3. CELSA just confirmed remote assessment possibilities
4. While reading and writing are supported in a move to online, how to continue listening and speaking and assessment so that it doesn't get watered down
5. Giving students speaking practice in asynchronous delivery
6. [Zoom breakout rooms for language practice](#)
7. Students with low tech literacy
8. Struggles to contact students who don't use digital contact tools from college
9. How to teach where cell phone is the primary tool for learning
10. Asynchronous vs. Synchronous - Asynchronous may be easier for low-tech students
11. Bilingual tech helpers/student aids to help low-tech students
12. Translations and tutorials in multiple languages for how to use tech tools

C. CTE specific concerns - Assessment and providing certificates

1. How do to assessments that separate language skills from technology skills
2. How to ensure assessments are really being done by the students and not someone else
3. Test proctoring: <https://examity.com/> <https://proctorio.com/>

Commented [11]: equity minded hiring in a virtual format- determining whether to start of continue recruitments, digital literacy, technology elements to training, implicit bias training in virtual environments, positive messaging, developing rubrics for screening applicants(interview, teaching demo, MQ2)

Commented [12]: Another option I heard from an ESL faculty member for language practice- video recording in familiar environment.

4. Consider giving smaller, lower-stakes assessments instead of fewer, large/high-stakes assessments to assess SLOs and not give students as much incentive to look for outside help

D. Laboratory sciences for stem

E. Noncredit and positive attendance issues - How is positive attendance affected in this environment?

1. How to check attendance
2. Can attendance be held to when students struggle to be online?
3. Have students sign in to the chat to take attendance
4. Use Canvas hours monitoring to check participation
5. Canvas has an attendance tool

F. Math Concerns

1. Testing concerns - timing, integrity, real time and online; cheating was a major concern, random data sets for the same problem were considered, having students explain how they got to an answer
2. Lack of access to calculators
3. Just demonstrating and writing problems has been a challenge - people spoke about One Note as a blackboard, Adobe PDF annotator note pad
4. Some shared OER resources

G. High Literacy/Technology

1. Bandwidth issues (especially in rural areas)
2. Google docs/slides/sheets
3. Canvas
4. Zoom + breakouts and chat

H. Equity Issues for non-technically savvy learners and those without technology

I. Incarcerated Ed - from face to face to Correspondence without guarantee of delivery and closing the loop

J. From Remote ed to Distance Ed

1. The blanket DE addenda is not a fix - faculty are very concerned
2. Examples from colleges/districts for DE approvals

III. Effect of Executive Orders:

A. Executive Orders will impact CCC and each CC district in a variety of ways....

Commented [13]: For a lot of STEM faculty (and curriculum-minded folks), this blanket DE addendum is a big concern. There are concerns about if the pandemic extends into the fall semester, how would courses reasonably be taught for a full semester? I suspect we might have slightly more clarity after Monday's ASCCC/CCCCO webinar?

- IV. What faculty may need when fall term begins in preparation for the possibility of a 2nd wave
 - A. Collegiality
 - B. New normal – What is normal?
 - C. Restructuring the academy

- V. Forward Thinking:
 - A. Forward thinking is student-centered thinking immersed in the current student experience complete with all of its uncertainty, fear, insecurity, challenges, and need for assistance and support. Faculty are on the frontlines and have the pulse of the student experience, direct feedback, attendance patterns, requests for assistance, and are often the first on the scene when crises hits students. What can we learn from faculty about what is needed as we move forward?
 1. Training
 2. Options for adjuncts
 3. Hybrid
 4. Do some courses not belong online
 5. Size of courses