

INSTRUCTIONAL PROGRAMS – THE IMPACT OF COVID-19



INTRODUCTION

- This presentation will focus on how some instructional departments initially responded and how they have begun to emerging from our ongoing Covid-19 pandemic. During the presentation you will hear:
 1. What were some of the immediate challenges faced by instructional departments at the onset of the pandemic as a result of transitioning from in person instruction to remote instruction.
 2. Lessons learned as a result of remote instruction that will carry on as the college increases its on-ground presents.
 3. The future of online education within each department or discipline.

PRESENTERS

- Jamar London – Academic Senate President (Mathematics)
- Perviz Sawoski – Theatre Arts
- Clare Battista – Economics (Special Thanks to Christine Schultz)
- Brian Driscoll – Music
- Deborah Perret – Cosmetology
- Mark Tomasic – Dance
- Salvador Santana – Health Sciences
- Dr. Bradley Lane – VP Academic Affairs

UNPRECEDENTED CHANGE

- March 2020
 - Due to the covid-19 pandemic SMC begins to transition from on ground instruction to remote instruction
 - Preparing for Remote instruction
 - Spring Professional Development Day is replaced by a series of opportunities for faculty to familiarize themselves with remote instruction.
 - Workshops were offered at both the instructional and departmental level
 - New instructional tools and software are introduced to faculty
 - Work life and home life are no longer separate
 - We represented a sense of normalcy for students amid the pandemic and social unrest

COSMETOLOGY

- Difficulties in transitioning to an remote format for students and faculty:
- Students inadequately prepared for optimum learning due to physical space, equipment supplies, and WIFI.
- Loss of community and work based learning.
- Most faculty had an absence of skills to provide adequate instruction in a remote setting for a hands-on classes.
- Lack of mandatory DE training required by the college before faculty accepts teaching assignments in a remote setting enabled challenges to linger or worsen over time.

COSMETOLOGY

- What we learned:
- Emergency Distance Education (EDE) is not Distance. Education (DE) and quality are lost in classes that are better taught in person.
- Some cosmetology classes that went fully DE and are going well. That affords the students more flexibility.
- Some classes are best taught in person for work-based learning experiences thus preparing students for licensure and the job market.

COSMETOLOGY

- Needs:
- Mandatory training for online teaching
- Student survey per department to determine student's needs
- Space needed for students to do practical portion of classes on campus so that students have the physical space needed, access to department resources, and WIFI for success in cosmetology courses.
- Support courses to help students who felt that some learning was lost due to Covid-19 and the online learning experiences.

DANCE

- Difficulty of transitioning an embodied art form that relies on shared physical energy and community/togetherness to an online format;
 - Zoom music delays and sound translation = how to assess musicality, inability for students to hear accompanists or footwork (Flamenco, Folklorico) clearly and consistently;
 - Varied internet strength/capabilities of faculty and students = inconsistent connection, literally and figuratively;
 - Students' lack of safe and adequate spaces to properly and fully take dance courses in = students unable to achieve technical goals/objectives, students getting frustrated and dropping courses, equity gaps increased.
 - Performance courses: Choreographers had to shift vision to create dance films. Locating funds to hire film editor. Low enrollment because students want to perform live.

DANCE

- Saw students' home environments for the first time = greater empathy and push for equity in our policies and protocols. Recognition of importance of student and faculty mental and emotional health.
- It IS possible to teach certain effective dance courses online when faculty/students are properly supported and have a variety of collaborative exercises to keep the class community engaged and connected. Ability to reach out-of-state and international students, as well as students with full-time jobs or familial obligations. Some courses may continue to be successful as online or hybrid courses.

HEALTH SCIENCES

- Challenges
 - Clinical students not allowed in the clinical setting due to lack of PPE
 - No Fall 2020 nursing cohort
 - Developed plan for skills lab and clinicals by fall 2020
- Opportunities
 - Virtual Labs and virtual clinical rounds
 - Increased focus in critical thinking, case studies, etc.
- What we learned
 - Nursing and Respiratory Care courses could be taught online
 - Need for adequate examination proctoring
 - There is no substitution for clinical practice

ACADEMIC AFFAIRS

- Key Takeaways
 - High quality online and hybrid instruction is possible in almost every instructional program.
 - Students will continue to want online, hybrid and flexible options post-pandemic.
 - Fall 2021 Student Survey: Disproportionately more students said they would “definitely” or “probably” **enroll in an onground class *after* the pandemic (53%)** than the percentage who said the same **during the pandemic (30%)**. About 25% said they probably or definitely would not enroll in an on-ground class, even after the pandemic.
 - The College will maximize having online paths for degrees and certificates, but is limited in some areas based on program outcomes, accreditation requirements, or transfer requirements.
 - Ex’s: Math, Science Labs, Health Sciences

ACADEMIC AFFAIRS

- Next Steps
 - CVC Course Exchange
 - Home College (Phase 1) – complete
 - Teaching College (Phase 2)
 - HY-FLEX Pilot Project
 - Departments include Art History, Business, Geography, Anthropology, Kinesiology/PE, Nutrition, English and Math
 - Continued Professional Development for Faculty and Staff
 - Online Teaching Winter Institute, POCR program, Online Teaching & Design Certification
 - Scale accessibility education and training
 - Exploring role for Instructional Designers

QUESTIONS OR COMMENTS

- Thank you