Supporting Face to Face Students with Online Resources To Increase Student Success Episode 143

00:00:00 **Allie**

I used to do like two units or three units with big midterms and big finals. And I don't think I will ever go back to doing that in my in-person classes, because that's something that can be easily transitioned into my in-person classes. My students find it so much easier to have assessments weekly and it's more relevant because we just covered it. So, that way they have that chance to assess themselves.=

00:00:27 **Christina**

Hi, I'm Christina Barsi

00:00:28 **Sun**

And I'm Sun Ezzell, and you're listening to the Magic Mountie Podcast.

00:00:32 **Christina**

Our mission is to find ways to keep your ear to the ground, so to speak - by bringing to you the activities and events you may not have time to attend, the resources on campus you might want to know more about, the interesting things your colleagues are creating, and the many ways we can continue to better help and guide our students.

00:00:49 **Sun**

We bring to you the voices of Mt. SAC, from the classroom to completion-

00:00:53 **Speaker 1**

And I know I'm going to achieve my goals and I know people here are going to help me to do it.

00:00:59 **Speaker 2**

She is a sociology major and she's transferring to Cal Poly, Pamona! Psychology major, English major-

00:01:04 **Sun**

From transforming part-time into full-time.

00:01:06 **Speaker 1**

I really liked the time that we spent with Julie about how to write a CV and a cover letter.

00:01:13 **Christina**

Or just finding time to soak in the campus.

00:01:16 **Speaker 1**

To think of the natural environment around us as a library.

00:01:19 **Christina**

We want to keep you informed and connected to all things Mt. SAC. But most importantly, we want to keep you connected with each other. I'm Christina Barsi, Mt. SAC alumni and producer of this podcast.

00:01:30 **Sun**

And I'm Sun Ezzell, Learning Assistance Faculty and Professional Learning Academy Coordinator.

00:01:35 **Christina**

And this is the Magic Mountie Podcast.

00:01:37 **Sun**

Welcome back to the Magic Mountie Podcast, I'm your host, Sun Ezzell. In today's episode, we bring you a faculty panel discussion from Mt. SAC's 2022 Spring Flex Day. This conversation on supporting face to face students with online resources learned while remote to increase student success was hosted by biology professor, Beta Meyer.

00:01:59 **Sun**

Thanks for joining us for this conversation with your colleagues across campus, about what we learned while teaching and learning online, and how we can use those discoveries, tools, and resources to support students as we transition back to face to face teaching and learning on campus. Enjoy!

00:02:19 **Beta**

I'd like to introduce our panelists. We have two panelists here from library services that I've just pinned Kolap Samel and Monika Chavez. We have a faculty member from Natural Sciences, not listed here, but here representing the STEM Center. She's pitched in the last minute. Thank you, Dr. Baochi Nguyen who has been the STEM Center coordinator for some time.

00:02:44 **Beta**

We have Allie Murashige who has a lot of expertise working not just with accreditation, you may have heard her earlier today, but also with a lot of training and background in equity tools and online tools for faculty. And we have Julie Bradley here from Deaf and Hard of Hearing Services, and she has great exposure and experience in working with individuals that have had a particularly challenging time online, and then providing more online support for them.

00:03:17 **Beta**

And we will have George Rodriguez coming in as well, who is a licensed clinical social worker, and that will be our panel for today.

00:03:26 **Beta**

So, with that said, what I'd like to do is I'd like to start off by addressing our two librarians first: Kolap and Monica. And what I wanted to kind of preface it with, is our students had tremendous, tremendous challenges, unique to our different areas. And some of those challenges continue for students as they transition back face to face.

00:03:49 **Beta**

And what are some of the challenges that students using your services had and how are you working to meet those challenges? And what can we roll over and take ... what are you doing face to face that continues to be implemented for returning students?

00:04:05 **Monika**

Thank you for having us. I kind of want to start off by just kind of talking a little bit about what the library does in supports, and then kind of go into the different issues that have arisen and how we've taken those on.

00:04:17 **Monika**

So, essentially, the Mt. SAC library helps students navigate and evaluate information sources so that they can successfully research for their classes as well as their everyday lives. Libraries in general are centered on equitable access to information.

00:04:30 **Monika**

So, traditionally, when people think of libraries, they think of books and that's because books have been traditionally the way that information has been shared. However, over the last few decades, information, especially scholarly information has shifted towards being online. So, most of our library's resources were already online and this happened long before the pandemic.

00:04:51 **Monika**

So, in this way, the library was already prepared. And many students who were recently in school were already prepared to use library resources online. But with the pandemic, I think, at least in my opinion, the biggest issue that first occurred was students' lack of access to technology and internet.

00:05:11 **Monika**

So, before the pandemic, the library was already working with Student Services and Promise+Plus to provide laptops to students. So, libraries already have an infrastructure and a workflow for providing resources to students and like inventory management and all that. So, when the pandemic started, Student Services and IT were purchasing thousands of laptops and the library was processing cataloging and distributing these laptops out to students.

00:05:38 **Monika**

This has been such an incredible program and one that the library has really advocated for years for having. So, it's unfortunate that we had to have a pandemic, obviously, but in that way, it's sort of a silver lining where there was a lot of students who pre-pandemic didn't have access to technology and relied on the library for in-person access to computers. But now, they can have one in the comfort of their own home or wherever they choose to do that.

00:05:59 **Monika**

And I just want to give a shoutout to all of the library staff that worked towards getting all of this technology out to students because without this, students wouldn't have been able to take classes, and it just illustrates how important it is or what role every employee plays in student success at Mt. SAC. That's probably the first one. And I'll go ahead and give it to Kolap to talk about some access to materials.

00:06:29 **Kolap**

One of the things, is that we don't have a lot, at least during the pandemic or the beginning of pandemic - that were online, was the courses - and that's actually one of the more highly used resources at the library by students. So, that was something that was frustrating for students and for us, just because we're bound by laws and copyright and such like that, too.

00:06:50 **Kolap**

But in response to what we did to kind of circumvent that, was fortunately at that time, there were a lot of vendors, publishers to say, "Hey, we know everyone's in a pandemic." So, many of the publishers did make free online access to the textbooks for at least that semester. So, students were able to access their textbooks. Whether or not they were in the frame of mind to complete their classes or to succeed in a class, that was a different matter.

00:07:18 **Kolap**

But that was only for that semester only. And we were concerned too. And as a result, we started to talk to other librarians and talk to other university, what were they doing to provide course access or course documents to the students, such like we're just going to use this very vague section that's allowed for libraries and we're going to go with it and make digital copies of the textbooks until this pandemic is technically considered over.

00:07:46 **Kolap**

And so, in response to that, we did make digital reserve, scans for students which helped over a couple thousand students, I believe. Also, Monika's going to share more, but it also forced some instructors to really look ... it allowed us to talk to instructors on considering other alternatives in the traditional textbook, the OER option - Monika, and I think another panelist is going to talk about.

00:08:08 **Kolap**

And also just using the library license materials, already, materials that we purchased and reconsidering going away from the traditional textbooks and just using things that are available or free or more low-cost for students. So, that was in terms of access, I think. Am I missing anything else? Is it the reference, Monika?

00:08:25 **Monika**

Yeah, reference. I'll quickly talk about OER, just like super briefly. And I know Allie's going to talk about it more, but I'm just going to mention what the library does to support OER. So, it's supporting faculty in the adoption of open educational resources or library resources that we can purchase and get an all-user license or unlimited-user license for faculty.

00:08:49 **Monika**

So, in some areas, there are open educational resources that are high quality. Every student can get access to it for free online, or there is a low-cost print option. These resources have been adopted at thousands of institutions, including like MIT, UCLA, other community colleges across the state. And then there's also some areas where traditional textbooks are the best option for your classes. And they're oftentimes ones that the library can get access to.

00:09:17 **Monika**

So, feel free to reach out to us if you're wondering about how you can make your class more affordable for your students. And then I'll give it back to you, Kolap.

00:09:26 **Kolap**

And then, one more thing that the library offers of course, to students, is we do help students with their research. And traditionally, as Monika mentioned, students know to come to us or the teacher tells them, "Oh, go to the library and they'll help you with your research or develop your research question."

00:09:41 **Kolap**

But during the pandemic, they didn't have a place to go to. But fortunately, even before the pandemic, we did have a thing called lip chat, which is 24/7 hour access to certificated librarians. And we took it another level just because we felt that students did feel the loss of that human interaction. We made it into the Zoom research appointments so that they wouldn't feel the loss too much, even though it is remote.

00:10:09 **Kolap**

So, those were some of the challenges that we saw from the early onset in the pandemic. And those were some of the things we did to address that.

00:10:17 **Beta**

Are there things that you find students right now, are utilizing heavily, even though they're back face to face? Things that you've continued to do and support as librarians that are useful, that you'd like faculty to know about?

00:10:32 **Kolap**

Yeah, I'm sure some of the faculty are aware that even though the school says that we are back on campus pre-COVID and such, there's still some hesitancy in students wanting to come back to use face to face service. We have it just because we are here on campus providing face to face service, but students prefer, at least for our research appointments - up until winter, we still have students booking online research appointments versus ... not saying they didn't come in-person to the library, but there're still students using online face to face on the online research appointment.

00:11:02 **Kolap**

There's still students preferring to take Zoom library workshops. There was an increase in students taking our library credit courses online. We've always had online resources for our database, so I don't know how much during the pandemic and such, but some of the services that were developed for the pandemic, I still see there is more students using it.

00:11:23 **Kolap**

So, I've heard from faculty that there's still an increase in students wanting to be enrolled in hybrid or online courses. And also, translate to some of the services that are offered at the library. So, yes, we do see students still using some of the services developed during the pandemic.

00:11:41 **Beta**

Thank you. Was there anything that anyone wanted to ask the librarians about those services before we shift over and hear from teaching faculty, who've got a lot of training in equity work and open education resource work and others?

00:11:57 **Kolap**

I'm sorry, I forgot to mention this too - and Monika kind of mentioned it too, and as a result of students also wanting to be more inclined taking online courses, we did purchase additional databases. We did put more money into eBooks. So, there are more online resources just because we did notice that there were more students who prefer online. And my colleague, Simon, he's an electronic resource guy. I believe he put more money into stream services too based on what faculty asked

00:12:30 **Tony**

This is Tony from EOPS Counseling. I guess, obviously, in light of the pandemic, we're always monitoring our students in terms of their interactions, their engagement. Have we been conducting surveys on behalf of library to determine and/or gauge what are some of the challenges and continued obstacles our students are facing in light of these services that we have been providing to them?

00:12:52 **Kolap**

Oh, I don't know about a survey, but I could say like just based on my impression, even though we did provide the tools such as technology to laptops and such, there is still, for example, the learning curve of how to use the mobile devices. Some people still prefer using the desktop versus the laptop. So, that's something that is kind of beyond our control because that isn't one of the technology that the school or program decided to provide students. So, that's one thing.

00:13:20 **Kolap**

In terms of some of the services, there's still students, at least during the pandemic saying, "When are you guys going to be open?" Because some people use the library as just also another space to study or to also to get away from maybe their work or home life environment, it's a place that they could focus.

00:13:36 **Kolap**

So, that wasn't something that we were able to provide for like ... because of remote, we can't offer you another place. I remember telling students on chat and stuff like the public library have limited hours that you're welcome to go sit. And I've even said at some places, you could go to the parking lot. And funny enough, when I did the research appointment, there was a lot of times that the students were in their car because that was the only place.

00:14:00 **Kolap**

So, those are some of the things that the library, unfortunately couldn't provide, but we consider and which is why we said now, we have to come back onto campus and provide some type of service because there is still a need that - at least during the pandemic, there is still a need for students to come to the campus.

00:14:17 **Kolap**

On side of that, I think Beta mentioned that some of the most effective things that we learned in helping students ... once again, we interact with students also through Zoom or through the telephone. Students would call and our staff would answer, we would answer, or we would interact with them through Zoom. Sometimes, it wasn't even library-related. it's just they needed someone to talk to. They needed to see another person.

00:14:38 **Kolap**

I remember helping a student who, unfortunately, a sibling passed away due to COVID and I think she just needed a place to vent. And I remember referring her afterward to mental health. So, some of the successes/addressing is just still being compassionate, being welcoming, offering them alternative, and then following up with them, are some of the things that staff members and librarians felt were successful or not success ... was helpful in interacting with the students, knowing the resources and referring them, and truly following up with them really helped.

00:15:09 **Beta**

Hey, well, thank you to the librarians. What I'd like to do now is I'd like to shift to Allie Frickert-Murashige and have Allie talk to us from her lens as faculty and also faculty somewhat on a lot of the initiatives, like the open educational resources initiative and a lot of AQ training, and equity - sort of what her lens is. So, Ali, go ahead and take that away.

00:15:35 **Allie**

Thank you. So, I just wanted to start off by reflecting a little bit. I think that my experience is probably a fairly common one. All of us learned so much during the pandemic. It was a real opportunity for us to grow. I was really fortunate that I was able to do the SPOT training and DL certification and that whole process before the pandemic. But I learned so much from some of the other trainings that I also wanted to highlight those and encourage you to do them if you have an opportunity.

00:16:04 **Allie**

I think one of the things that often students don't realize is most of us have no pedagogical training, no formal pedagogical training. Like at best, maybe we worked with one of our favorite professors in grad school as their TA, but the majority of us did not have opportunities for formal pedagogical training.

00:16:25 **Allie**

And these are three types of trainings of course, that our campus offers currently. Most of us are SPOT certified by now, but if you have an opportunity to do the core training, which are short or the apply-to-join the next AQ cohort, I would definitely encourage you and recommend you to do that.

00:16:46 **Allie**

It's interesting because it was a very humbling experience going through those trainings because I was pretty confident that I was a good professor before. But going through those trainings was an eye-opener. And looking back, I just, I'm almost embarrassed at my teaching before, because I feel like there's so much more that I could have been doing that I didn't know.

00:17:05 **Allie**

So, I just want to share a few things from Canvas and then a little bit about OER. So, most of us are familiar with Canvas now. I just want to share ... it was kind of hard to choose. I had to keep it a little bit limited here, but these are some of the things that students have responded to in emails, in comments, in kind of their final summary takeaways at the end of the semester.

00:17:30 **Allie**

These are things that they referenced over and over and over that they love. And these are things that I'm planning on transitioning right into my face to face classes and they're all through Canvas.

00:17:42 **Allie**

So, firstly is, I'm just using announcements. Obviously, that's really important if you're teaching an asynchronous class. But my experience is that students really, really appreciate that heads up before something is coming. And I think that the announcements on Canvas are a great way to kind of frame what are we going to talk about this week? Even what are we going to do in class tomorrow. It just sort of sets them up and gets them thinking about it ahead of time. And I think it's something that's really helpful and reminders. They will have reminders and it's helpful for every modality.

00:18:20 **Allie**

They also learn ... this is actually not something I got through AQ, but I know that this is something students really love. And that's I usually write long announcements, especially of course, for our asynchronous classes. My announcements tend to be kind of lengthy because I want to give them all the information.

00:18:38 **Allie**

So, one of the complaints that I was getting was my announcement emails were long and it was like a lot to get through. So, I started adding a too-long-didn't-read summary at the end, which is just like short bullet points, summarizing the main points. And then if they need to, they can go back and reread the whole announcement or the section that they need more information on.

00:19:00 **Allie**

So, that's something that has been really successful and I think helps students by giving them those kind of quick alerts. I know we all read professional emails. So, we wish there was a quick summary at the end because we feel compelled to read the whole entire thing, even if some of it isn't relevant for us.

00:19:18 **Allie**

So, these are kind of my topics that I'm just briefly going over. And then these are student quotes that I'm getting and they're really like over and over kind of the same things.

00:19:27 **Allie**

Using the modules and just doing chunking - chunking your units into manageable bites. Again, that's not something I did before the pandemic or before I started teaching DL. I used to do like two units or three units, with big midterms and big finals.

00:19:44 **Allie**

And I don't think I will ever go back to doing that in my in-person classes because the chunked units and small ... so I do a discussion and a quiz for each one. That's something that can be easily transitioned into my in-person classes. So, I'm planning on just using that same setup. Students find it so much easier to have assessments weekly and it's more relevant because we're just talking about it. We just covered it.

00:20:15 **Allie**

And then they get a chance to kind of assess their own knowledge and figure out what they know or what they don't know. And I give them two quiz attempts, so they have a practice quiz and then they can take it again. So, that way they have that chance to assess themselves.

00:20:30 **Allie**

So, that's something that's really, really important. And I think, again, that's a comment I just hear a lot from students is your class is so much more organized than so many of my other classes. And I think that that just comes from the SPOT training and also the AQ training of organizing it in a really consistent way that's really clear to students.

00:20:49 **Allie**

And that should be no different in an in-person class. Like students really don't read the syllabus and the schedule. They're on Canvas. That's where they're going for their information. That's what they're looking at regularly. And so, having everything contained for them in those unit chunks just makes them so much more successful.

00:21:09 **Allie**

Grade book tools. So, prior to the pandemic, I think probably a lot of us were more of sort of tough love types. And while I tried to be understanding and lenient and I think we all did, I did not take this step up of regularly reminding students if they hadn't submitted something like either right before or right after or again. I always felt like that was like intrusive or I didn't want to embarrass them or I didn't want to make them feel bad that they had missed an assignment.

00:21:43 **Allie**

And I actually learned in the core training quite the opposite. When we let our students know, "Hey, you missed this, but you can still make it up." What they're hearing is I care and I want to help you and I want you to be successful and it's not too late. And don't give up on this assignment just because it's one day late." Or letting them know, "Hey, friendly reminder, this is due at midnight tonight."

00:22:09 **Allie**

So, hopefully, most of you know about that grade book tool, but I use it a ton. So, it's just on the grade column you just click on it and you can select to message who, and those who haven't submitted is the one I use the most. I also use it in the beginning, especially when I notice that students are struggling with the assignments and it allows you to select. If they didn't get a 70% or over, then you can message them.

00:22:34 **Allie**

So, they don't know it's a group message as well. And I just find so many of them constantly saying, "Thank you for letting me know, thank you for reaching out." Or just like checking in and saying, "Yeah, I'm at work right now, but I'm totally on this, and I'm going to do that tonight at 10 o'clock ."

00:22:50 **Allie**

And I just find that having that interaction with me and it doesn't take very much extra time by the way, because you can do it all in one go. And just having that extra contact with me, they're sort of making that commitment to themselves. They're holding themselves accountable by saying, "Thank you for reminding me, this is when I'm planning on doing it.

00:23:09 **Allie**

So, again, humbling experience to realize that I could have been doing that all along in my in-person classes. And it was such a missed opportunity that I didn't do that. I felt like I was putting people on blast and it's not, it's quite the opposite as I say: they feel cared for and they feel supported and it helps them. And so, the next step is a little bit more extensive and that's just grade checks.

00:23:35 **Allie**

And I just tend to scan my grades once a week or every couple weeks - scan the grade books and you can notice, hey, someone's grades has suddenly dropped. Then I can open up all their grades, look at all their assignments what's going on? They missed several things, three things recently. And I send them an email and do them a little bit more of an extensive and more personalized check-in: "Hey, I noticed you missed these assignments, are you okay? Is everything okay on your end?"

00:24:03 **Allie**

And that way it, again, it's framed as, "Hey, I care about you and I want you to succeed." I'm your partner in this and let's figure out a way to get you back on track." These are tools that I think you can really only use in Canvas because I think this would come across very differently in an in-person class.

00:24:22 **Allie**

It might feel more confrontational to a student if you ask them to stay after and talk to them. Or obviously, you're not going to make an announcement of everyone who's missed an assignment. So, these are really discreet and private messages, and again, that help students feel supported.

00:24:40 **Allie**

And then the last thing that I did was, at the start of the pandemic, I just felt like I can't decide in every situation, like should someone get an extension or not, or who deserves it? And there was just so many situations. So, I completely redid my grading system. And what I tell my students is that there's no deadlines until the very end of the semester. There's only due dates. So, they usually get a week of access to the assignment so that they can do it ahead of time, their scheduled permitting.

00:25:13 **Allie**

Once the due date has passed - so ideally, they want to get it done before on or before the due date to maximize their points, but it's only 5% off per day and then it caps at half credit. So, that allows them to take an extra day or two, if that's what they need to complete that assignment and to do well on it.

00:25:34 **Allie**

I would rather have them take a day or two and they can still get an A. I'd rather have them take that day or two than turn in something that's just completely not their best effort because they're in a rush and they have to meet that deadline, of that due date deadline that I used to have.

00:25:48 **Allie**

So, I had one student who said, "This is like a modern grading system." And I thought that was very cute, but I think it's true. I think we underestimate how much they're juggling and giving them some flexibility without complete burdening to us - because you have to have that balance. I let them turn in late assignments until the end of the semester, but I had two deadlines.

00:26:12 **Allie**

One is the week before finals and the other is like the day after class for their late submissions for work. And honestly, it has not proved to be a huge, extra burden for me. There's not that many who do a whole bunch at the end and I send reminder emails and encourage them to do them sooner. So, typically, they do.

00:26:31 **Allie**

But my favorite quote was "Your grading system makes me feel like I'm learning and not just submitting for the grade." And that's what it's all about. That was one of the most meaningful comments that a student ever gave me about the flexible grading system. They want to learn, they want to understand the content and not just have to rush through it to meet some arbitrary deadline.

00:26:53 **Allie**

Okay. Let me just pause real quick for questions maybe, and then I'll go on to the OER.

00:27:01 **Beta**

Sure, are there questions for Allie in terms of some of the things she's using with Canvas to support her online students?

00:27:08 **Allie**

Christine asked how long the AQ hours are, and it's pretty extensive, but you can use it for your PGI if you haven't gotten that yet. I want to say it's 54 hours, we're close to that.

00:27:19 **Allie**

It runs for the regular semesters and it runs for most of that time. And just like the students taking online classes, you're doing a discussion and like you're doing like module assignments each week. So, actually, I learned a lot just from being a student in the class with that kind of setup, that really helped me to understand what it was like from their view.

00:27:42 **Faculty**

When we send those announcements, because everything that you're saying you're doing, I have been continuing to do as well: do the students get an indication that an announcement went out? Do you know?

00:27:54 **Allie**

On my settings, I have it sent to my email so that I know when I've sent an announcement and also, lets me know if I like messed up and sent something too early or sometimes I'll set something to send later and then I forget about it. And then it comes to my email. I'm like, "Oh, that's right. I did have that set up ."

00:28:11 **Allie**

I have them do a quiz and a survey, both of which require them to make that setting. And I let them know it's really, really important to make sure that the announcements go to your email, that way you're getting them right away. And you can always decide whether or not to read it, but you want to make sure that it's there. So, that seems to be pretty successful. I haven't had any students ... or sometimes I'll test it too.

00:28:36 **Allie**

I'll say I'll do like a poll just with comments and then have them like the comment, just so I know they're reading it. So, sometimes I do that in the beginning. I also encourage them to reply to the comments which they can do directly through their email and then it populates a reply right on the announcement so that everyone can read it.

00:28:52 **Allie**

So, quite a few students do that. Like I'll say if possible, ask your question - by replying to your email, reply to the announcement, and then everyone's going to be able to read your question and everyone's going to be able to read your answer. So, obviously, we're going to be doing that in person in classes, but if you're only meeting once or twice a week, obviously they're going to have questions at other times.

00:29:13 **Faculty**

Awesome. I will absolutely start doing that. Thank you.

00:29:15 **Allie**

Absolutely. It was a little trial and error with that one to figure it out, like how to get them to look at it.

00:29:22 **Beta**

So, Allie, I'm thinking if you could describe the OER in just a couple of minutes, and we will transition to Julie.

00:29:29 **Allie**

I made it pretty short because OER is an extensive topic. And so, I just want to give a few tips. That's kind of all we have time for today. So, first of all, Canvas - Monika and the library have amazing resources for the OER and they're already linked in the comments.

00:29:47 **Allie**

So, they provide so much help and support for acquiring and finding those OERs, which is like half the battle. I love Canvas pages for copying and pasting OER content. A colleague of mine just recommended using CB Labs, which I haven't used yet, but I'm going to experiment with that. Maybe you can put it into the comments if you have tips on that.

00:30:11 **Allie**

But I've heard that that makes the layout even more pleasing, just makes it easier like formatting-wise. And it also looks good on their cell phones, which is how they're accessing a lot of the course content.

00:30:23 **Allie**

Obviously, the end goal is to reduce students out of pocket cost. That's the bottom line. But there's other things that sometimes faculty don't think about when they are considering OER. So, firstly, I just want to highlight all of the ways in which OER are an important option for creating equity and for your students, other than just saving them money.

00:30:44 **Allie**

Firstly, you can pick your own content. You can customize it. It's really easy to like swap out images, swap out examples. And so, you can embed diversity and inclusion into your content directly by creating it yourself. And again, there's so many resources out there, it's not difficult to do. It is time-consuming, but it's not difficult.

00:31:09 **Allie**

Secondly, Access students are all set when you are using everything on Canvas. And I actually just learned that this semester because I have a student who is blind or partly blind and they sent me their Access paperwork way ahead of time. And I opened it and looked at it and was like alternative media request. So, I called alternative media at Access and was able to talk with one of our experts there.

00:31:38 **Allie**

And he said, it is amazing when you have OER and you just have it in Canvas because that is automatically going to be accessible. There's nothing extra, there's no extra hoops. They have a screen reader, it's all set up for them. You do have to make sure you have like alt tags describing your images. But it's basically already compatible.

00:31:59 **Allie**

He was describing to me like how difficult it is for many of our students to get traditional textbooks and then convert them into something that's usable for them. So, that wasn't even something that I had overtly considered. But I think it's an important point that when you set it up that way, you have that as a resource indefinitely and you can keep customizing and changing it, but it's always going to be accessible for your students.

00:32:26 **Allie**

And not just in terms of like traditional, what we would consider accessibility. But I would say even like more casually like compatibility, you know what I mean? Because if they have the content in Canvas, they have it on their phone. So, that means they don't have to carry around a textbook. That means they can study or look at your course material anywhere or anytime.

00:32:50 **Allie**

And then one other thing that I would encourage is rather than getting overwhelmed, if you do have your courses set up with a traditional textbook, but you have it set up in modules, try just making one OER, like one module, like once a month. Just converting one of your modules. And then slowly as you keep teaching the class, you can transition gradually into OER content.

00:33:14 **Allie**

So, I feel like it's not an all-or-nothing approach. I did two OER grants, which helped me to transition all my content like immediately, but I don't have the OER grant money this semester, but I'm transitioning one of my classes into OER, but it's not going to be all done this semester. So, I'm working at it. And ideally, the next two times I teach it, it will be OER.

00:33:39 **Beta**

Allie, it's a wrap-up question: I was wondering, how long did it take for you to transition those little segments of your course just to give people an idea of what they're in for kind of really quickly.

00:33:51 **Allie**

Sure. If you have a teaching module that's already set up and it uses like a textbook chapter, you can find compatible OER material pretty quickly. You can copy and paste it in, and then you're going to have to edit maybe your assessments. So, you have to create maybe new study guide questions - I would say a few hours.

00:34:12 **Beta**

Okay. That's encouraging. That's fair if you have the-

00:34:16 **Allie**

It depends on how creative and how anal you are probably too, like making everything really perfect. I tend to probably go overboard sometimes, but you can do it in a few hours.

00:34:28 **Beta**

Okay, great. Thanks, Allie.

00:34:29 **Allie**

Absolutely.

00:34:29 **Beta**

That was really informative.

00:34:29 **Allie**

Thank you for having me.

00:34:32 **Beta**

You're welcome. I'm going to transition to Julie Bradley from the Deaf and Hard of Hearing Program, who have students that have completely different types barriers when it comes to online learning and even when it comes to learning in the classroom, and have Julie tell us about what sorts of things she and DHH are doing to help overcome those barriers now that we're back face to face.

00:34:54 **Julie**

Okay. I know I have a fairly unique population. We're one of the few groups who actually grew during the pandemic. So, we went from like 140 students to 180 something students. And part of the reason is that because we were online, so we were accessible pretty much anywhere. So, that's one of the issues we're dealing with now, is we realize we have all these new students who live two hours away.

00:35:14 **Julie**

And so, we're trying to figure out how best we can support them in a lot of ways. I guess, when the pandemic first hit, the first thing we did is we were on the phone to Zoom telling them all the features they needed to add so that they would be accessible for us. And so, that we could help all the professors make it so the students could see the interpreters and that the interpreters could get in.

00:35:33 **Julie**

Imagine trying to track down Zoom numbers for 125 classes in that two week we're closed from professors who don't know what their Zoom numbers are, or they changed them every single class meeting. So, we had lots of fun during the pandemic.

00:35:45 **Julie**

But about students now, what we've found is one of the big issues I'm dealing with is reengagement. So, a lot of these students were isolated at home in more ways than most, in that many of their families don't sign. And so, I had students come in, they're like, "I have really not talked to hardly anybody. I haven't left my house in a year and a half." The families can be very protective sometimes.

00:36:06 **Julie**

Other students, perfectly fine. They've got video chats. They're going outside to the park and meeting their friends or whatever. So, it's a big range.

00:36:15 **Julie**

What we are doing in general - we're not fans of Zoom because of eye fatigue. Trying to watch somebody sign is really tough. I can't use any virtual backgrounds because it's going to make their eyes more tired. So, that's why I have this lovely panel behind me. When we first got Zoom, you can only zoom one person. We got on the phone, you can pin more than one because we often have two interpreters and a teacher they need to see and sometimes other people.

00:36:38 **Julie**

Not saying we made that happen, but we called them in those two weeks and gave them a list of features they needed, and we had most of them by fall. I'm sure other people called as well. The big thing is ... so I'm a counselor and academic support. So, that's kind of unique.

00:36:52 **Julie**

My main job is supposed to be getting students to be able to access all of the wonderful work everybody else is doing. That's a lot of wonderful work to access, let me tell you. So, we're scheduling interpreters. We're figuring out how to get the interpreters to your programs, those students to your programs. But what I found those students really need is like late-night support.

00:37:13 **Julie**

So, I've been doing study groups on Sunday nights in Zoom for a year and a half. And just that's when they do their homework. They don't do their homework on a Friday morning when I'm available or on a Thursday morning when I'm available. They do it at the last possible second, just like some of us did. You know anybody else you might have done that? So, I call it the just-in-time support. We found that we really needed that and that really helps them. So, we are continuing at nights and weekends and scheduling around when students are available.

00:37:43 **Julie**

The other issue is we've never had this many deaf students working. There's jobs everywhere. They're traditionally a very underemployed unemployed group and everybody's got jobs. And for a lot of them, it's their first job. And so, they're not going to miss work. We had to work around the work schedule. So, figuring out what resources are available at the time students are available.

00:38:05 **Julie**

We have doubled the numbers of our peer mentors. We normally have three to four/maybe five who will run our front counter plus do some other things. We're running 10 to 12 now because what I do is we're using Facebook as a medium and I'll take two students, throw them in a chat and I'll say, "Hey so and so's going to help this person" and I'll give them a list.

00:38:24 **Julie**

So, I'll do the triage. You know, I'll meet with the student and find out what they need, but then transfer them to another student who can help them do an application or request services or compose an email to their professor or look through Canvas, so they understand what assignments are coming up.

00:38:38 **Allie**

And so, being able to expand that support has been really helpful. And I suspect we're going to continue to have a lot of our peer mentors, which also creates jobs for deaf students so that they can learn job skills so that when they leave Mt. SAC, they're more prepared as well.

00:38:52 **Julie**

Captioning everywhere all the time, it's been pretty tough. I think one of the reasons we've grown is that hard of hearing students coming back to campus are facing bigger challenges than ever. They can't lipread you through the masks and they can't hear you through the masks.

00:39:05 **Julie**

So, we're getting a lot more of those hard of hearing students who are staying home because on Zoom, they've got captions and they can adjust the sound and you're not wearing a mask. So, they're liking the Zoom classes . Traditionally, this population really never took online classes that were just Canvas only. And they're finding that sometimes that's the only option these days, but they're learning how to navigate that.

00:39:28 **Julie**

And so some of the things that we're doing is we're saying, "Hey, make an appointment with an interpreter or with us, and we'll send you the same interpreter every week. Let's pick a time. So, Tuesday's at two o'clock, you're going to work on your psychology class or Soc1, I think we have a couple students in. You can share your screen and ask, what does this part mean? When is this due, what is the teacher trying to say here?"

00:39:49 **Julie**

Because English is a true barrier. So, going to Canvas only is trouble for them because there's nobody explaining things in a language that they understand. So, we're having to adjust what our services might look like. So, we're doing more translation work in those arenas.

00:40:03 **Julie**

In our office, we have nine computers in our lab. We added cameras. We have background things that stick to the chairs because the students, they don't want to be home. If they can get out, they want out. But some of their classes stayed online or went online, the students just stayed in our office. They didn't go home. We had to like set up all these mini-classrooms all over the office so they could take their Zoom classes in the office.

00:40:26 **Julie**

In fact, I was teaching a class that was on Zoom in the fall in my office, so I could take my mask off while half my class was down the hall in a classroom with an 80-inch screen so they could see the interpreters big enough because the laptops are pretty small. Those are not big screens. I'm using two giant screens right now. Right here, I have a 40-inch screen because I'm old and I need something I can see in sign language.

00:40:49 **Julie**

We're continuing to use Facebook email - not so much email, but lots of Zoom, lots of study groups. I'm supporting natural disasters, Geology 10 and Counseling 5 this semester. And a lot of that's going to be nights and weekends. The students will sign up in small groups of maybe five students per group and I will run multiple study groups. If I have students ... I'm looking for peer mentors who've already passed the class because maybe they can take some of those study groups and then just contact me for emergency help.

00:41:15 **Julie**

Let's see ... we're helping hard of hearing install voice-to-text apps on their phone so that they can kind of place it and have a captioner there wherever they might be. But we also of course, would provide captioners in a classroom. That's not a problem, it just has to be done. But a lot of students want to be independent. So, we're trying to work on those independent access skills for things.

00:41:34 **Julie**

Another thing they can do is use video relay service, which is 24 hours a day. And if you have like phone in office hours, they can actually call you and they'll see an interpreter on their end. And the interpreter doesn't work for Mt. SAC, but will interpret anything that they need. They can call the doctor, they can call their mom, they can call you, it doesn't matter. So, get getting them to think about that service as ... you don't have to ask for an interpreter if you don't want to, you just call, and they can do that with Zoom also.

00:42:00 **Julie**

If you're having Zoom office hours, they might ask you for the phone number because they'll give that to the interpreter who will call in. And so, you'll see a black screen of the telephone call coming in and they'll be able to see the interpreter on their screen. And that could be last minute.

00:42:14 **Julie**

We normally provide all that, all those services. But there are times where students got a question and we have professors with 8:00 PM office hours and our office closes at six. So, it takes us a little while to find out. But if a student decides at that moment they want to show up, they now have that option.

00:42:31 **Julie**

So, we're trying to really educate them in this new world, and we are also planning the ultimate classroom. I haven't talked to people about where that will be. We do not have our own classroom. We need one with cameras that track the speakers and large screens for the captioning so that everybody can access it in the class because we could serve any deaf person in California really ... I mean, they could be out of California, but they got to pay the out-of-state fees.

00:42:59 **Julie**

But basically, any deaf person in California can take some of these DHH classes. The difference between what we offer and what other colleges offer is the other colleges and there aren't that many that offer deaf classes, those are all remedial classes. So, really basic reading, writing, math, typically. Well, now that we don't have English 67 and 68, we only will be offering degree-appropriate and college-level classes with some support classes that aren't that.

00:43:24 **Julie**

So, like we've got English 1A, we've got natural disasters, we've got Counseling 5, all our GE classes, all transfer to CSU and that's something that's unique to what we offer. So, we are looking to make that so that students could show up in person or virtually eventually, but that's a couple years away. We got to find a classroom and equipment. We'll probably buy a lot of the equipment this year and start playing with it.

00:43:43 **Julie**

Another change we made is our front desk is virtual all the time now. My office is in one of the little rooms. And so, students can pop into Zoom all day long anytime they want. The person who answers the phone, no sign language, they're probably deaf or hard of hearing like they all are. And they can get help that is not always me this time, which is nice.

00:44:02 **Julie**

It's been really nice to kind of spread that out and teach students to teach other students. And I'm using old whiteboards because I'm at the end of my long COVID issue and my brain's almost functioning at normal level, but not quite. So, I thank you for your patience.

00:44:16 **Beta**

Does anybody have questions for Julie on some of these resources and these adaptations? DHH, I taught a class with them online this past fall. And it was really amazing to see how hard they had to work with about six interpreters, multiple support staff, notetakers. It was a huge effort. So, I don't think we are all aware of the behind-the-scenes work that has to go on to make this not very user-friendly for deaf students format work for them.

00:44:51 **Julie**

But I did want to show you real quick just because other people have things to look at. I want something to look at too, so you don't forget us. So, I was off work on Friday and I happened to let students know where I was. And so, they showed up at this beautiful place while I was riding my unicorn. And we all went for a hike, just working on engagement, getting ready for spring classes.

00:45:13 **Julie**

Everybody got to meet everybody's dogs, climb on trees, all kinds of fun stuff. We went camping this summer, which was nice. So, it's very much right now trying to get them reengaged and then we can support them even more. And we have online game nights as well. We apparently love to play among us at night and UNO is very popular in the office and cornhole inside, which is really fun, a little bit dangerous.

00:45:38 **Beta**

I really enjoy the DHH students. Julie, thank you so much for sharing those experiences. You guys have really made an almost unnavigable situation, really very livable for these students. And I'm really grateful to you for that. And we do have at the very end of this, George Rodriguez talking from the mental health perspective. So, I'm sure a lot of the overlap of what you've been describing is going to be really important to hear about for the services for our students.

00:46:03 **Beta**

I'm going to transition to - and I'm going to say it right this time: the Mountie Money Management Center to Patience, who's here to present about a lot of the emails and resources you've been seeing coming through for them. So, Patience, take it away about what you guys are doing.

00:46:18 **Patience**

Hello everybody. Thank you so much for providing us space to talk to everybody, this is wonderful. So, we truly appreciate that.

00:46:27 **Patience**

Here at the Mountie Money Management Center, we are a Title V funded project and we owe our existence in large part to not only Lisa Rodriguez, but also, Lisa Amos, this is her brainchild and she is definitely the one who is the driving force behind where we came from and why we even exist.

00:46:48 **Patience**

So, what are we? Now, that we're here, it's unfortunate, but you guys can be doing everything right, you can be reaching out to your students. You can be connecting to them, you can be filling the gap and they'll still drop out. And this unfortunate truth is the result of one fact: that despite our desire to make everything accommodable for all of our students, students will drop out if they don't have financial stability.

00:47:17 **Patience**

And with the Mountie Money Management Center, one of the things that we are focused on is making sure that students have that financial literacy and that personal money management education in order to make their dreams come true. And their career plans happen when it comes to making brilliant choices when it comes to financial futures.

00:47:43 **Patience**

And this is something that though we try to embed this in a curriculum, it's not always something that happens to a successful degree. So, one of the things that I'm going to do is I'm going to put into the chatbox, I'm going to put a link to a PowerPoint, and this is something that you can have. And we can also make this available after the workshop on the follow-up with Beta. And a second link that I'm going to be adding is the link to our Canvas hub. At the MMC, we are a hub and I will show you what that looks like.

00:48:21 **Patience**

So, this is our MMC hub. This is our Canvas hub that exists all year. By clicking and adding this, you will have us on your dashboard and you can also make this available to your students. So, we have, as you can see, live drop-ins where they can sit with us in Zoom. We also have face to face as well. We have large scale face to face workshops, as well as Zoom workshops, and social media, additional resources coming soon for self-paced modules. And we even have about the team.

00:49:02 **Patience**

So, you can learn a little bit more about who we are and what we do. Our main focus is to help students understand the financial choices that are in their best interest and help them meet their goals. So, this is not just about financial aid will help them obtain the money, but once they have the money, what is the wisest thing to do with that and how to stretch that dollar and get to where they want to go with what they have.

00:49:29 **Patience**

So we are aavailable. So, in Zoom, is one of the easiest ways to reach us. And we are available Monday through Thursday from 10 to 2 during the spring. So, our goal again, is to help students to reach their goals by helping them with learning financial literacy. I did not learn this until I was in my late thirties. Didn't learn it in college, didn't learn it in high school and I'm glad that I got that education.

00:49:55 **Patience**

And we have a focus place for students to be able to obtain that earlier than we may have ourselves. This is just a basic general invite. You're invited for free financial literacy education. And how we do that is with workshops, drop-ins with peer mentors, we can do presentations. We offer financial counseling and we also have a lending library for financial literacy and behavioral economics books.

00:50:26 **Patience**

We are available Monday through Thursday, 10 to 2:00 PM. We are located in building 77, room 1055. This is the same room/same building as the language learning center if that helps anybody. We are available via Zoom. You can also find our link by joining us on Canvas. Our workshops are offered twice on the same day. First time is face to face , and the second time is on Zoom.

00:50:53 **Patience**

And you can also schedule ... the link in here as well. And why we do this is because research has shown that students with perceived financial burdens are significantly more likely to reduce their course load and/or completely drop out. And so, this is one way that we can help connect our students to success, is not only by bridging those technology gaps as we transition back and forth from online back to in-person, but we can also help them assure their place and their seat in class by helping them understand the role that finance plays in our lives. Not only starting now, but for the rest of their lives, to arm them with tools for success.

00:51:41 **Patience**

This is just a short thing about the types of workshops that we have. You can find this on Canvas, and I won't go over these numbers, but this is in the workshop PowerPoint that you can see. But it's our year one success. And some of the things that our students have said, and the most important one is saved for last: "Every college should have a money management center to help their students." And that is all I have time for today, but thank you for allowing us this time and space to share.

00:52:16 **Beta**

Does anyone have questions for Patience about what the MMC is providing? I saw some questions in the chat about how to utilize the resources and you can literally take their links and put them into a syllabus or put them into a resource page in Canvas. And that's actually a good practice for a lot of things because they don't always use the hub function in Canvas. So, if you direct them to the resources, it's helpful.

00:52:41 **Patience**

I am also going to upload the spring workshop flyer as well as a PDF flyer of who we are and what we do. So, those have live links in them. To be able to help all of your students, I will put in the MMC email as well. So, feel free to reach out to us at any point in time. And we can help you to add our Canvas hub to your Canvas, connect to your students, and help guide anybody towards adding us to your dashboard and enrolling in our workshops as well. We are open to not only students, but staff and faculty as well as the community .

00:53:21 **Beta**

Okay, thank you, Patience. I'm going to transition now to Baochi Nguyen, who is the STEM Center mentor. Last year, during the pandemic, she jumped in right as the pandemic - or two years ago, right as the pandemic started and supported students throughout the entire pandemic with some remote learning in the STEM Center. And then we will end with George Rodriguez who's going to talk about mental health services for our students. So, Baochi, go ahead and explain some of the things the STEM Center has done.

00:53:49 **Baochi**

Thank you, Beta. So, well, I'm Baochi, I'm a math faculty and I serve as the the STEM Center faculty coordinator. So, I'm representing James Reed, who is the administrative coordinator for the STEM Center. So, he couldn't be here with us today.

00:54:03 **Baochi**

So, I don't know if most of you know what the STEM Center is, but we basically, we provide a space for STEM students. We support them through coaching. So, coaching is very different than tutoring. Tutoring is more like subject content. So, students just come, ask a question and then move on with their day, where coaching - this coach will be keep on coming back, and the students will show up and they kind of build a cohort.

00:54:31 **Baochi**

And these coaches, we actually interview them formally and selecting them through recommendation from faculties. So, make sure that they can help the student to become a better, a stronger STEM student. And they'll be able to move on to any other courses and be successful. So, that's a goal. They're like a peer mentor and the subject content expert as well.

00:54:57 **Baochi**

So, our STEM Center is currently under renovation, but once it up and running - so it was supposed be up and running back in December, but during COVID, nothing is predictable. So, right now, we get the date, which is April 5th, but you never know. But yeah, so when that center is open, it's going to be a brand new center and it's going to provide space for students to come and get help, hang out, a study area and it's going to be a great space for any STEM students.

00:55:29 **Baochi**

Let's see, what else do I ... so, like Beta said, I took over her position and I think, well, like three weeks in and then the pandemic hit. And then, so I have to transition everything, all the coaching, online training, all our coaches to do all their session on Zoom, crazily fighting for those tablet that they can write and help students. But we found out that even now that we back in person, a lot of students actually preferred online because a lot of our student population is they go to school and then they come home, take care of their family or go to work, so they cannot come back on campus for that kind of support.

00:56:05 **Baochi**

So, we're trying to keep a portion of our coaching still online for that purpose, even though the center is going to be open back in person. So, we try ... whichever the best way that we can help the most our students. So, I don't know of anything else you want me to talk about, Beta?

00:56:22 **Beta**

Oh, that's great, Baochi. I'm just glad to know that a lot of our different coaching and our academic support centers are continuing the online component, as well as the face to face. I don't know if that's something all of our faculty are aware of. And so, I appreciate your telling us about that. About the desire for students to continue that modality. Thanks, Baochi.

00:56:44 **Beta**

And with that said, I'm going to transition to our last panelist. This is George Rodriguez, one of our licensed clinical social workers, dealing with a really important issue for our students. Not the least, probably the most important, in many ways, which is mental health. Thanks, George.

00:56:59 **George**

Thank you. Thanks for having me and good to join on you all . So, I think one of the challenges immediately was something that's overlooked was that there's a lot of self-stigma around mental health, mental illness: the internal shame, the negative attitude.

00:57:18 **George**

So, that was something that our students were facing, but imagine it being complicated with a lot of students, perhaps waiting as long as a year and a half, for being able to request in-person mental health services as they were isolated, and that impacted their mood.

00:57:37 **George**

And we immediately saw when things began to ease up here, we're looking at late October, early November when things began to ease up and they began to ... the policy change, and we began to be able to see patients clients in the office, we immediately saw a 15% increase in the utilization of mental health services at student health services.

00:58:02 **George**

Again, remember that a lot of these students were maybe waiting for a long time, they were kind of vacillating whether they needed services or not. But by that point, the effects of the isolation I'm sure had really set in. Now, I guess on some levels, the challenges for students to decide what kinds of services they want. Some prefer phone sessions, some prefer online, some prefer in-person.

00:58:27 **George**

And we know that there are advantages and disadvantage, for example, for online mental health services, especially when, for example, when we're doing things like Zoom, some students choose to disable their video. So, we're not able to capture some of the facial expressions, the body language that are important for therapists to capture a clear picture of what's going on with the client. And while it's a viable option, it's not the same, it lacks the intimacy if you will, that in-person your actions offer.

00:59:07 **George**

And it's also complicated because when we're doing remote online types of sessions, it's difficult with crisis, because from a distance, it's difficult to respond to them quickly and effectively. In my own opinion, as a therapist, not the opinion of Mt. SAC, it's actually preferable to practice and practice to meet with the students, especially in crisis, because a lot gets lost in communication when things are conducted online.

00:59:38 **George**

How is student health services meeting the challenges? Student health services is giving students a lot of options, in-person, online, over the phone, anything to meet their needs, always giving something to the students, to meet their unique needs and customizing the services whenever possible.

01:00:05 **George**

So, as far as the useful practices that we're looking at, is because of the pandemic made it harder for student health services to reach students and recognizing that there's a great need there as students are in kind of more longer-term isolation.

01:00:23 **George**

Beginning on Wednesday, February 23rd, I think next week, Student Health Services is going to begin having a mental health open on campus outside building 9B. That's the student services building, and it's going to be staffed with a therapist and a nurse, and it's going to be where students can ask questions and meet with the student health services team.

01:00:49 **George**

So, we're trying to make our faces as visible as possible. Instead of having students wait at building 67 or 9A, because we're housed in those two buildings - they may feel a little less comfortable, those buildings, those settings might be seen as more sterile and clinical. They might feel more comfortable meeting with our team members in person outside, and then maybe set up ... following through with making scheduling appointments with us.

01:01:21 **George**

I just want to say that we're open, we're out of building 67 and 9E from 8:00 AM to 4:30, you can schedule by phone, or if you go to those sites, you can schedule appointments. On our website, we provide medical health services, basic services from nursing professionals. Individual therapy, you can schedule an appointment, you can always walk in.

01:01:45 **George**

There's an online library of self-help videos as well that you could encourage your students to look at. We also have a good coping tip sheets library as well. And we just finished compiling a few others. And on that same website, there is links to other mental health resources within Los Angeles County and the surrounding counties. And then there's actually even a mindfulness and meditation portal where you can register online to do mindfulness, meditation, and breathwork exercises sessions.

01:02:19 **George**

And so, it's kind of a brief overview of what we offer, and yeah, please encourage your students to utilize their services.

01:02:33 **Beta**

Thank you so much, George. So, the tent is going to be - there was a question about that: it's going to be located outside of 9B. It'll start on Wednesdays and that'll start on the 23rd.

01:02:43 **Beta**

I do apologize to everybody in the session. I really want to give a huge shoutout and thank you to our panelists. They had so much valuable information to share, and I think maybe 75 minutes wasn't enough time to try to get all that information out to you, but we did our best to get it out to you.

01:02:59 **Beta**

I really, really want to thank the panelists for taking their time to participate in this and share a lot of our wraparound services that people don't even really think about. And I hope everybody has a really great end to your Flex Day.

01:03:15 **Christina**

Thank you for listening to the Magic Mountie Podcast, and don't forget to share your favorite episodes.