Notes from **How can Faculty Support Students in this State of Emergency: Transitioning to Remote Learning? April 29, 2020**

**Clicking on the topics below should link you to the specific discussion, chat and Q&A associated with that topic**

[**Concerns about employment**](#Employment)

[**Focus and course completion**](#Focus)

[**Anxiety and depression**](#Anxiety)

[**Access to computers**](#Computers)

[**Equity Issues**](#Equity)

[**Access to Faculty**](#facultyaccess)

[**What strengths have you found?**](#Strengths)

The webinar began with some attention to etiquette, how people will be able to share and data from one colleges student survey indicating that:

**Student concerns**:

Equity and learning: Over 90% of our students are using a pc or laptop to access their courses. About 20% of our students are worried about using all their cell phone data during the shutdown.35% of students are worried about unemployment and nearly 40% are facing lost/reduced hours.10% of students have lost/reduced childcareNearly 30% are worried about food insecurityOver half are worried about personal healthOver 70% are worried about the health of othersThe services students think they will most need in the next 3 weeks are Counseling (50%), Financial Aid (35%), and the Library (28%)

Then the attendees were asked to respond to **What are the challenges you are facing?**

**Concerns about employment:**

One student spoke up to explain that she was genuinely concerned aboutfinding employment during record unemployment when she graduates Butte College after this semester.

Suggestion: Butte - Job placement board and something on the website to help with work and some Butte faculty shared personal emails

COC faculty shared - There are a lot of resources now although it is challenging. You may not get the job you want but there are things open. Linked-in has a list of who is hiring right now – logistics to customer service and construction. It is being curated and updated every couple of days.

Contract work is also available. Target the companies that you are interested in and target those by trying to find a person to connect with and stand out in the pool of candidates.

PUBLIC SECTOR WEBSITESSchool Districts: Ed Join.org, Neogov.com, individual orgState Jobs: www.cde.ca.govCity Jobs: westerncitymagazine.com; cacities.com  Community Colleges: cccregistry.edu Federal Government: Governmentjobs.com, usajobs.gov

Counties: csac.counties.org

PRIVATE SECTOR Web Sites:

 monster.com,

 careers.com,

 Jobs.com

 Indeed.com

 careerbuilder.com

 linkedin.com

 Company’s website

 Direct communication with HR Company

https://www.linkedin.com/feed/news/heres-whos-hiring-right-now-4525187/ Employers Hiring Now list on LinkedIn

Also, colleges are having VIRTUAL JOB fairs Bakersfield College had one this week and College of the Canyons is planning one on June 11 &12 COCjobfair.com

In the South bay, Foothill and De Anza have scheduled a virtual job fair- May 7th 11am-1pm [www.deanzajobfair.com](http://www.deanzajobfair.com)

North L.A. County, Ventura, Santa Barbara, San Luis Obispo Regional Virtual Job Fair www.cocjobfair.com. Employers are beginning to registrations this week.

Virtual Job Fair in San Jose July 23, 2020 jobfairx.com

In terms of jobs, one student heard that doing postmates/doordash could work

grocery store chains are hiring and amazon

Faculty wondered if students want to stay local or able/willing to move?

Some shared - yes there are jobs available but perhaps not in your chosen field of study

Some faculty encouraged colleges and to inform people to post job resources on LinkedIn

Some faculty on the webinar offered their personal emails and encouraged faculty to contact them if they needed help.

Many students lost their jobs due to COVID-19 and they now have no income. A faculty member encouraged them to apply for unemployment insurance – it is not a handout and individuals will get support. Ask direct questions of your employer so that you are aware of all the options.

**Concerns about focus and course completion and getting through the content and assignments**

One student commented: I see a large problem is maintaining a schedule of work since procrastination is easy to do. Some students are having issues focusing without a schedule and focusing on classes – the math classes seem to be especially tough and getting motivated to do classes has been difficult.

Another student is trying to balance school with work schedules and life balance – She has found it useful to schedule as if going to college and using a separated workspace has helped. For instance, not reading in bed – differentiating the mode, going to another room or a designated spot for schoolwork (like going to class). She indicated the importance of showering and dressing every morning. Not doing so makes you less focused. She also Zooms with friends to work on school and discuss issues – like study groups.

One suggestion was for professors to use the “white board” in Zoom in your physics or math classes? It can be used during office hours and students could be given access to mark on it as well. It is a great way for immediate feedback from your instructor.

Another strategy is encouraging students to post responses to discussions and assignments as video or audio responses (not all assignments need to be written. Post announcements, check ins, short content explanations as videos.

One faculty member shared that a student referred to remote instruction in an angry way with too much work – (translated as cognitive overload) -classes are giving him slides, zoom lectures and work and more materials for assignments. Because he did not sign up for these online courses it is challenging even when he tries to focus on things – too many things keep popping up. The student was advocating for lower expectations because of the remote learning. The faculty member sharing this email from a student wondered what other students felt

The SSCCC student shared that many students are finding themselves having to teach themselves. A cookbook does not make you a chef and a textbook does not make you a teacher – so students are struggling and SSCCC is getting feedback on this difficulty. He is also hearing that students are getting increased workload. The SSCCC recently sent out a survey and got back a lot of responses (N=1700). About 68% of student are suffering from high levels of anxiety and depression. Many of the stories on the call were in the survey, the results of the student survey will be available next week and shared with all partners and students.

Another student who shared that she is COVID-19 positive says that some of the instructors have not understood the stress. The student shared that her child, then she, then her husband became positive adding to the stress and taking so much time to recover she could not complete the coursework. LBCC a lot of student support such as foodbanks but for students testing positive – they are quarantined and cannot access the foodbanks. She wished colleges would consider this

A faculty member commented - I wish I knew how as a CC employee what we can do to help. What I can offer is please reach out to your local church, grocery store, local elementary school and extended family and friends. I have heard that many are going above and beyond assisting people in their community with food disparity. We are all in this together. I am not sure what area you are in, but please email me if you and your family do not get an answer on this.

One faculty added that the student who stated they were positive with COVID. should contact their Disabled program at their CC and they are protected by ADA.

One of my instructors highly encourages students to use their webcams during Zoom lecture classes. Then, the instructor will call on students to walk the class through a class problem that everyone is working one.

One faculty (video special effects) shared that her course which have very specific skills and really long class-times realized that she needed to understand what her students are going through and converting the content was very hard with lots of barriers and challenges. All our worlds have changed – we are all struggling with trying to adjust the end of this semester and take the time to encourage people to reach out for specific help and discussion, including the personal level.

Another faculty shared how tough it was to do architectural drawing with old school and she asked students to take snapshots and share with other students to encourage one another and figure out how to support one another. She found that she could purchase items at home depot for students and leave them at the counter for pick up.

A librarian encouraged students to go to their library's website to find out what resources are available, and many library resources are embedded into the courses in Canvas

**Anxiety and depression as a result of the current circumstances**

Not just moving to an on-line environment, but ALSO now learning in a stressful global pandemic. This is not just simply a change of curriculum in these times.

BUT--we can also do INTRUSIVE practices. Call the students not working or "showing up" for virtual class. The responsibility is not just on the student--this is culturally responsive. We need more asset-minded approaches please.

One person commented - We are not all in the same boat, but we are all in the same storm

**Access to computers to complete the work and the shift to remote**

Only one of my students has a computer. All remaining students only have cell phones.

One faculty member spoke to a student who took incompletes because she did not own a computer. Can we accurately measure access to computers? How can we help them better? Can we provide access – and if you do not have a computer – how do you even now that computer check-out is available.

A student with visual issues shared how hard the conversion to remote education has been, he cannot see and retain the content well in the current formats. He was directed to DSPS and the SSCCC president shared that the videos and have helped and he has found some faculty using them in highly effective ways.

HSI and Dreamer students have been hit hard because while they may be citizens, their parents may have lost their jobs with no unemployment benefits and no stimulus. One student who is a citizen was stressed because both parents lost their jobs but were not citizens, so it fell to her to take on two jobs.

Students who thought they could survive on a cell phone or tablet are learning in this environment that phones and pads are not adequate.

Many faculty indicated that students should be able to get a computer from his college – but noted that this is often a message sent by computer.

At one college they purchased laptops for all students that needed them, and staff delivers them directly to the students that request them. Emails were sent out to all students about the availability of laptops and a text was sent out to all students telling them to check their email for an important email for the college.

**Equity concerns**

One faculty member shared in the Q&A about concerns for microaggressions in the virtual world and indicated that others were experiencing this in their community This is the recording to Dr. Wood's session on Microaggressions: <https://www.youtube.com/watch?v=9cEWQJ32nqU>

Wood and Harris (CORA) webinar for faculty to learn about microaggressions: <https://youtu.be/9cEWQJ32nqU>

Additional links <https://cue.usc.edu/events/>

<https://bit.ly/cuewebinar1recording>

Culturally responsive and trauma informed practices are intrusive which is on the instructor to provide a safe space. I think it all depends on the individual student. This is where all our emphasis on equity kicks in - students have different needs and we need to give each student exactly what they need to succeed. There are students who want the same level of rigor (they want their money’s worth) and there are some students who are experiencing extraordinary obstacles. We need to work with each of these students in different ways.

One faculty member asked and then commented - How many International Students there are throughout the CCC system? (Datamart says in Fall 2019 there were 23,513 students on Student Visa - F-1 or M-1 visas). I am seeing significant acclimation issues with the mode change. the triple threat of friends, family, and food that are primary stressors in this population have been accentuated.

In the Q&A a faculty member commented the need for student clubs and safe zones to continue to meet virtually for various groups like LGBTQ and Dreamers, etc.

**Access to faculty to ask questions and discuss needs**

Are your teachers still holding office hours? Virtual office hours

My teachers are all holding office hours; however, some need an email in advance from my experience

A counselor shared that we need to be generous with our time, responding and being accessible to people and responding in an immediate way as soon as we get a message.

One faculty member shared that recently I have been embracing the virtue of grace, that is allowing myself to make mistakes and allowing others to make mistakes as well. I would suggest to all instructors and students to embrace this virtue as well.

**One faculty requested we ask - What strengths have you found?**

Routines, counseling and mental health counseling.

**Additional Questions and Comments from Chat**:

How are you handling those students who are just not comfortable in an online environment?

It was emphasized that it is important for students to check their college email - that is how the colleges can connect to each student.