

Academic Support for Temporary Remote Instruction (TRI)

With the transition to fully online instruction, credit students are need of learning support to increase the likelihood of success in a virtual environment. The current focus for labs and programs is preparing to enable virtual learning support. This has been a complex and enormous collaborative effort among the Centers/Programs, IT, ASAC/Learning Assistance, and SCE with services set to begin this week and next week. Start dates may be staggered depending on the following factors: delays in transitioning student assistants to short-term classified status; hourly employees needing loaner laptops and mi-fi; training in Canvas, Zoom, and online tutoring methods. Academic support has been offered through noncredit courses such as Supervised Tutoring and learning lab courses and will continue as such even through an online delivery system. Although this is not an exhaustive list of campus academic support, below are the centers/programs that have established processes to deliver online learning support:

- Accessibility Resource Centers for Students (ACCESS)
- Academic Support and Achievement Center (ASAC)
- Art Design Lab
- EOPS/CalWORKs
- Language Learning Lab (LLC)
- Math Activities Resource Center (MARC)
- Speech and Sign Success Center (SSSC)
- STEM
- Tech Ed Resource Center (TERC)
- Writing Center (WC)
- WIN

Delivery and online platforms

Virtual learning support will include synchronous and asynchronous delivery modalities depending on the center/program. Learning support will be delivered by way of Canvas, along with other platforms such as Zoom, GoReact, WC Online, and others etc. Ensuring security, establishing student identity, enrolling students, and capturing student data and attendance led to determining Canvas as a point-of-entry for all centers/programs. Utilization of other platforms beyond Canvase is based on student need, course content, and faculty expertise. Although the immediate focus has been on establishing a virtual presence, innovative instructional practices are emerging.

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Training

Each center/program has at least one or more faculty trained to develop the course, oversee tutoring, monitor student work, and communicate with students and tutors (oversight of tutoring). Moreover, some of the tutors from the centers/programs have also been trained but most still need training on delivering tutoring remotely. Additionally, tutors may need further training on the most commonly used educational technology tools students are most likely to experience because faculty use them, e.g., besides Canvas and Zoom, GoReact is another tool used by American Sign Language and Public Speaking. Tutor training for online modality will be a focus topic at this week's meeting with tutoring coordinators. ASAC and WC have faculty and staff with expertise in virtual tutoring, so they will be valuable resources for tutor training.

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Line of Sight Supervision/Coordination

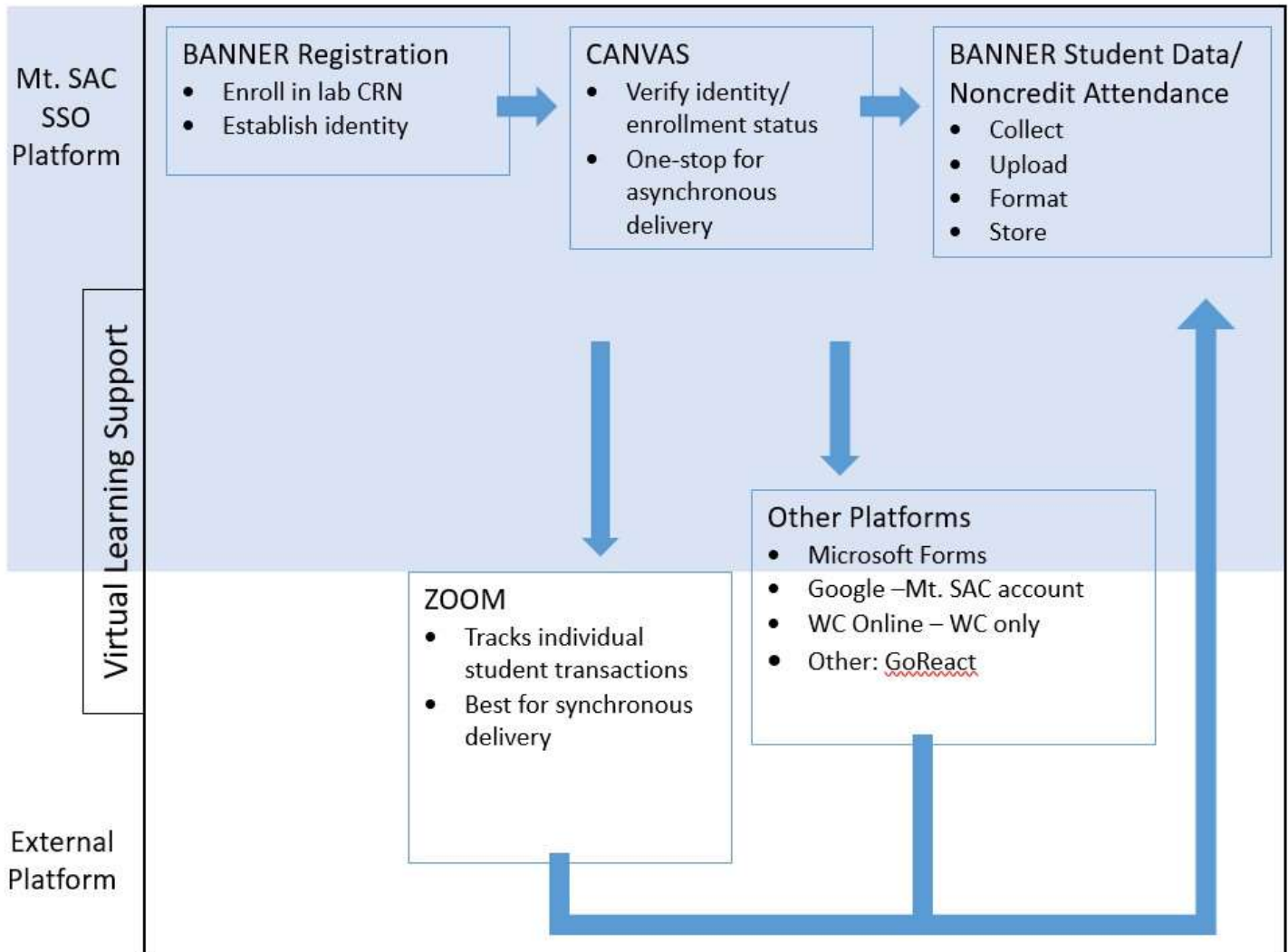
Per title 5, section 58170, line of sight (LOS) supervision is satisfied for all our centers/programs listed above with potentially one exception. Further, upon reviewing the Chancellor's Office memo ES-2011, we are clearly in compliance with delivery of virtual Supervised Tutoring and noncredit learning support courses and can continue to collect noncredit positive attendance as discussed below.

Collection of Noncredit Positive Attendance

Noncredit attendance collection for online tutoring originates from Banner registration, as usual. Through the student portal, Canvas will serve as the single point-of-entry and source of identity verification and enrollment status for online tutoring and learning support. This recommendation emerged based on establishment of Center/programs' processes for online tutoring and discussions with the College IT department related to network security.

Each platform has benefits in delivering remote learning to students, although for purposes of reporting positive attendance they each have limitations. Canvas can adequately capture asynchronous attendance although this is not the case for synchronous learning, which is how much of the tutoring and coaching will occur. However, it appears that the integration of different systems (namely Canvas and Zoom) can eliminate some of the limitations for collecting individual student transactions for a synchronous learning environment. Below is an illustration of the enrollment process, student participation, and reporting for the College's online learning support.

Academic Support Labs



Student Outreach

Academic Support Centers/Programs are utilizing various methods for reaching students. Common methods include registration and Canvas links on the support center website, departments' websites, faculty dissemination in Canvas course shells, counseling, emails, etc. Uyen Mai from the Marketing Department noted that a banner could be placed on the Mt. SAC website's main page. Programs serving cohorts are communicating through faculty, counseling, campus-wide announcements, social media, and websites.

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Continuity of Noncredit Learning Support

Even though online delivery of noncredit instruction has never existed at Mt. SAC, faculty have been proactive in delivering remote learning support courses to provide as much continuity in students' pathways. For example, competency-based online learning support is continuing with AIME, Math for Healthcare Professionals, noncredit co-requisite for Anatomy students, preparation for nursing program readiness, and English for Special Uses which is a co-requisite for vocational courses that ESL students take. Moreover, noncredit advisors and counselors are embedding outreach into noncredit online instruction.