

December 2013

As we come to the end of the Fall Semester, I wanted to share with you the ideas that faculty gave in answer to the survey on how to deal with student participation in class.

-Sara McKinnon, Academic Senate President

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If you teach online, do you have special strategies?

Math, Science and Health Ed

1. For online courses, I require completion of "Entrance Requirements" to demonstrate early commitment to the course, as well as weekly participation in online activities (monitored using report logs in Moodle), weekly submission of homework/quiz assignments, and participation in weekly discussion forums for some courses.
2. Discussion boards and a rubric for participation.

Nursing and Dental Assisting

3. I tutor online and with texting, whichever the students favors. Sometimes drawing out a picture, snapping a photo of the picture with my phone and sending it to the student and talking about my intention and how it applies. Since I teach a hands-on skill, I can

take a photo of the set up and send it out for the student to spread it to see the details and understand the logic of the set up and the components.

Early Childhood Education

4. I teach some hybrid classes, some of which require group discussions. If I require a post prior to viewing the others, the discussions are quite good.

Performing Arts

5. Yes. An assignment is due each week where they will receive personal feedback and follow-up questions for credit. If they are late, I contact them and inform them they have failed that section, asking what I can do to help them be successful.
6. Weekly assignments, participating in discussion forums, quizzes

What do you do in your classes to assess your students' level of engagement and participation?

Math, Science and Health Ed

1. Walk around talk to each student
2. I ask a lot of questions during my 'mini-lecture' at the beginning of the lab. I have them complete a pre-lab quiz online the days before the lab. They get 2 attempts - so no excuses of not doing great on those. It forces them to read the lab before they come into class.
3. Frequent tests, open discussions in class
4. Pre-Labs, Lab Reports, Exams
5. Levels of class attendance, responses to my questions, posing of their own questions, participation in in-class activities, submission of assignments, performance on quizzes and exams.
6. I administer weekly quizzes to assess short-term memory and exams to assess retention.
7. Take daily attendance, record each assignment submitted, give frequent hour tests, and submit midterm grades.
8. Often there will be a handful of students who are more likely to answer questions etc - so then I might say ok let's hear from those who haven't spoken much and if no one answers then I will call on students who don't speak up much.
9. I require them to respond to their classmate's postings along with my weekly post (lecture)

Nursing and Dental Assisting

10. I have them sign in at the beginning of the class so I know that they attended. I move throughout the classroom and see that they are looking at me as I discuss a topic. I ask questions that require participation and ask various persons across the room for feedback and if others agree.
11. Socratic questioning. I use the *Right Question* educational strategy, encouraging

students to pose a question to me or to the class.

Early Childhood Education

12. Primarily listen and observe students, but also give informal questions that require a written response
13. In most of my classes, I use *Turning Point Technologies Student Response System* "clickers" with powerpoint to engage students in a variety of interactive questions. I can then get a report that details for me how the students responded to each interactive slide. I use that information to assess participation in the class. In classes where students are not required to use clickers, I manually track attendance and accept that as participation unless I make specific notes regarding late arrival, leaving early or lackluster participation

Multimedia and Design

14. Frequently ask them to reiterate (in their own words) the lecture, the demo objective and/or process. And what the requirements are for the current project/assignment.

English Skills, English, Communication, Accounting/Econ

15. Midterm surveys that have student reflect and assess their own participation. Keep track of if students are paying attention, participating, or not.
16. Always take attendance out loud and acknowledge everyone's presence. Collect in-class work and a lot of homework and keep track of it. Conduct anonymous surveys of one or two questions for students to answer, especially after a quiz.
17. I have a self-evaluation rubric that students complete. The rubric has questions like "How often do you participate in class

discussions?" and they check a box for "Always," "Often," "Sometimes," or "Rarely." After the student completes the rubric (4-5 categories), I go through and fill it out from my perspective. The participation grade is averaged from this. I do this in the middle and at the end of the semester.

18. I do a lot of small group exercises to get them engaged; and require presentations, both individual and in groups. I assess the presentations in terms of their content, presentation skills, and level of preparation. Since participation requires attendance, I make 5-10% of the final grade based on attendance.
19. Roll call every class. Cold call students for problem solving and concept check during lecture.

Performing Arts

20. Group/individual work on the blackboards, group and individual class assignments, weekly homework.
21. I teach piano: I walk around the room to see them play.

22. Discussion forum, student feedback poll, activities such as demonstrations and student group activities

Noncredit ESL and Modern Languages

23. I give written and oral quizzes to test students' knowledge of material.
24. I pepper my discussions with CCQs - *Concept Checking Questions* - closed-ended questions that students must respond to with a raised hand so I can pan the room and survey understanding.
25. Frequently asking questions, asking for a response to the assigned activities in class, and testing

Library

26. (Answered by Dave in the library, so not normal teaching situation) During library orientations: online survey at the end of period, walk around and interact with them, observe how they are researching, when they are asked to discuss a point I note if they are discussing, facial expressions, body language

What strategies do you employ early on to keep your students on their toes?

Math, Science and Health Ed

1. Tell them what I require, urge them to be on time, reward them for showing up on time AND being engaged by including one extra credit question on quizzes
2. I am very 'strict' on deadlines for reports. Due at BEGINNING of class or there will be points off. I don't take the report at all after the class it was due. I also have them sign a contract that they understand that the WHOLE class will get 5 point of their report if either 1) I have to clean up after them 2) there are complaints from other instructors about the lab being messy. Seems to work -

they been cleaning SUPER well. No points off so far! :)

3. Early testing
4. Frequent testing, frequent in-class discussions, home assignments
5. I ask questions.
6. Make students aware of challenging nature of material and need for their active engagement to ensure success. Promote interactive classroom environment, and encourage student questions. Include student-based activities in most class sessions (pair sharing, small group problem solving, student presentation of solutions, hands-on activities, etc.). Occasionally use

"pop quizzes" or similar "point-based" activities/assignments to reward engagement and participation.

7. Alert class on upcoming quizzes & exams with explanation on the significance, goals and teaching philosophy behind these assessment approaches.
8. I grade their participation weekly.
9. Take daily attendance, record each assignment submitted, give frequent hour tests, and submit midterm grades.
10. They know that there is an un-announced quiz, and I also do not make power point slides available to them. If so - why bother coming to class?
11. Information on the course material and activity schedule is worked into my course reader. Students find it informative and helpful; dean refers to these as 'rambling'.

Nursing and Dental Assisting

12. I tell them what the topics are for the day. I tell them the important points and I verbally ask them what they just learned. Then we repeat aloud, the answers that are significant.
13. I provide handouts as supplements to their syllabus so that they know, in advance, what is coming up. I provide any additional comments as attachments to the students .com email and I attachment them to the Moodle as a backup source, in case their computer is down. Each assignment has the date of distribution on it and the DUE DATE in a box in the top right corner of each document. I send out a reminder on Moodle.
14. Quiz within 2 weeks of class.

Early Childhood Education

15. Have a very clear syllabus that includes expectations and participation points.
16. I organize the first class as an interactive introduction. In that class and on my syllabi I indicate to students that I intend for my classes to be participatory. I encourage

student comments and organize many partner and small group opportunities to engage students who may be uncomfortable speaking up in front of the whole class.

17. In classes where I use "clickers", I start class with a "textbook check in quiz" of 5-10 clicker response slides related to the material in the textbook that should have been read for that week. Textbook check-in quizzes are allocated points that count for the final grade (though I toss out the lowest 1-3 to take into account absences or forgetting to bring clicker to class).

Multimedia and Design

18. Strict due dates to avoid grade reduction, complete and appropriate assignments/projects as outlined in the grading rubric for each project and on the syllabus.

English Skills, English, Communication, Accounting/ECON

19. I ensure that they understand the syllabus, to the best of my ability, and remind of the strict attendance policy.
20. Reward them with extra credit for owning and using an agenda to keep track of assignments and deadlines. Conduct a workshop on scheduling and allowing adequate time for homework for all their courses. Assign a reading packet about how to be a successful student and require students to demonstrate in panel discussions that they have read it.
21. I tend to have students discuss ideas with partners or groups, and then we come together as a class and I call on people. I also work a lot of small group discussions into the class and walk around checking in with students. This is especially helpful for those unwilling to participate in front of the whole class but who are more comfortable working among a few of their peers.

22. Cold call students for problem solving and concept check during the lecture. Call on students for problem solving.

Performing Arts

23. A quiz within 3 weeks of the start of the semester.
24. Class activities where they are required to participate, both as a group and individually.
25. I insist that they be quiet when I speak and they start together to play. Every week has an assignment to perform.
26. Quizzes, in-class demonstrations of material learned, discussion forums

Noncredit ESL and Modern Languages

27. I give them homework, which I check over before every class.
28. At the beginning of the semester I cover expectations for engagement including in-class participation and homework.
29. I call on people in a random order. Sometimes I ask students if they agree/disagree with another student's response. I ask for others' input.

Library

30. Tell students the outcomes at the beginning of a session. Hand out an outline of the presentation with room for them to take down notes. Ask them to discuss a point with the person sitting next to them

How do you address students who chronically arrive late or leave early without explanation?

Math, Science and Health Ed

1. Tell them they lose participation points; ask them for reasons; tell them it is unacceptable.
2. My students can only turn in their weekly lab reports at the beginning of class. Then I put them away. If they submit after I put them away they get points off for being late. I don't take the report at all after the class period. As for making sure they don't leave early. I have name cards that they have to answer a "Question of the Day" on each class. I don't give the question until the end of the lab period. I also 'sign' their discussion page after I flip through their data. They lose participation points if the Name Card doesn't have an answer to the Q of the day, and they don't get to turn in their report if it doesn't have my signature. Needless to say, I don't have any issues with students coming late or leaving early :)
3. I try to ask them what happened.
4. This is a fairly rare issue for me, so I tend to assume that students have a good personal reason if it occurs. I simply make sure they are aware that they will be held to the same standards of performance as everyone else in the class.
5. Advise the class to form study groups to compare notes and cover missed information. For scheduled oral research presentations, I deduct points from individuals who walk out on their peers.
6. Those who arrive after attendance is taken are usually marked absent; those who leave early are ignored.
7. Because I have so many students coming straight from work in Berkeley or SF right at commute hour - it can't be helped. They know that it's preferable to not do it but if so to please go to the back with the least disruption. At another school - it is different - traffic shouldn't be an issue so I just said in front of the class "excuse me class begins at 9. Also, I begin class right on time - that sets the tone.
8. The practicum section of the class is at the end. I grade the work they do for that part of the class so if they leave they do not earn points

Nursing and Dental Assisting

9. I only had one student. I texted her regarding her lateness and she has been on time ever since.
10. Not an issue in the RN program.

Early Childhood Education

11. I treat them as adults and tell them that I trust that they get there when they are able. In extreme cases, I will have a private check-in to see what is going on.
12. In the first class, I let students know that I intend to start on time. I review the portion of the syllabus where I also request that students inform me at the starting of class or on the break if they need to leave early. When students have not spoken to me but chronically arrive late or leave early, I try to get the student one-on-one to discuss their particular situation. When necessary, I deduct participation points from students who do not attend the full class session.

Multimedia and Design

13. I ding their "participation" grade, and require that they get the information they missed from another student or wait until "lab" time. I do not use/allow office hours for this purpose, unless it is medical or emergency related.

English Skills, English, Communication, Accounting/Econ

14. I address it with them individually, and show them how it is effecting their grade. If they show up very late, or leave very early, I tell them to not bother coming as I'm marking them absent anyway.
15. Every student who arrives late, I personally address them: "Please see me after class to remind me to mark you here. If you do not do that, you have been marked absent." Then, when they come to see me after class, I mark them late in my attendance book. If

they have been late before, I show them the lates in my attendance book and ask them why they have been late. Then, if they have a reason, I talk with them about how they can solve the problem. For example, if they say they were caught in traffic, and they were 20 minutes late, I tell them they need to leave 20 minutes earlier, and that traffic is not an excuse if it keeps happening. I find that many students actually change after a couple of these discussions. Also, when this same student is on time, I tell them "I'm noticing!" and smile. They get it.

16. One of the questions on the rubric is "How often do you show up on time to class and stay through class meetings," so it figures into their participation grade. I also conference with students outside of class if it becomes a pattern.
17. First, I ask them what's going on. Then depending on what they tell me, I may either excuse them or start to "ding" them on their "participation" grade.
18. I have a "three unexcused absences is subject to automatic drop by instructor" policy. I usually don't mind them arriving or leaving early as long as it is not disrupting the class.

Performing Arts

19. I begin absolutely on time, so they know they have missed something. If they are falling behind, I contact them to see what's up and how I can help them be successful.
20. The syllabus states they should email me concerning absences. Leaving early has never been an issue.
21. Grading includes "participation" which is explained as attending the entire class. Students know that they need to participate fully in the warm up and cool down exercises before dancing.

Noncredit ESL and Modern Languages

22. I speak privately with these individuals and we discuss reasons behind these issues.
23. Nothing. Wish I could do something about it. Their excuses are always legitimate - take my child to school, go to work.

24. Talk to individually outside. Show the grade as the result of less participation

What activities do you use to find out if your students are more than "minimally" participating in class?**Math, Science and Health Ed**

1. Talk to them
2. I ask a lot of questions during my 'mini-lecture' at the beginning of the lab. I also walk around and talk to them and ask them questions during the experiment. If I think they are struggling I spend more time there to try to make sure that they are getting the experiment. I think that makes them realize that "I care" and it also forces them to take part in the experiment.
3. Grades in class, attendance, participation on discussions
4. I ask questions and observe performance of procedures.
5. For lecture classes: observations of in-class participation (Q&A, group-work, etc.), homework submissions, quiz or exam performance. For lab classes: pre-lab assignments and quizzes, in-class observations and dialogue, lab reports.
6. Quizzes and exams. Assign relevant research topics for extra credit.
7. Take daily attendance, record each assignment submitted, give frequent hour tests, and submit midterm grades.
8. We do a variety of activities - some group, some individual and some assignments built on knowledge learned in class, so if they are only minimally participating it will show up.
9. Discussion boards.

Nursing and Dental Assisting

10. At the beginning of the semester, in the syllabus, I provide a page with all quizzes, and skills listed with their point distribution

and a column for them to write in their score for each. I indicate how to do the math to find out what their grade is at any given point during the course. I provide quizzes and hands-on skill tests. I provide three Progress Reports. After I give a test, I study which questions were most missed and determine if my question was fair and clear based on my lecture and textbook. If I believe it is not a good question I reject it from the rest. I study which students are doing poorly and I communicate with them to improve, using face-to-face communication, text, email and phone calls per their best preference. I offer individual tutorials to assess their greatest need and begin a lesson with that person on how to go about lifting their knowledge of that area of concern.

11. Discussion forums on Moodle. ATI practice exams that I can monitor from computer.

Early Childhood Education

12. Small and large group discussions and activities, quizzes, assignments
13. Clicker responses are one way. I also have a lot of partner or small group activities in my classes. During those activities, I circulate to observe actual individual student participation and make notes to myself if I see something that is less than fully participating.

Multimedia and Design

14. Active lectures and demos, where material is demonstrated and practiced as it related to the current assignment. Most students pay

close attention, and ask for assistance if they did not comprehend the objective or process.

English Skills, English and Communication

15. I just know whether they are participating or not. I accomplish this by walking around and asking each student questions, and participating in their groups.
16. I give many tests, quizzes, in-class assignments, and short homework assignments and original writing assignments that I collect. I also have them work in small groups and I circulate to listen in.
17. I assign low-stakes, informal writing assignments about the content we're covering to see if they are at least gauged in the material if not in participation. From that, I try to determine if a conference can be helpful in encouraging participation.

18. I assign written work, a lot of it; and class presentations.
19. Cold call students for problem solving and concept check during the lecture. Call on students for problem solving.

Performing Arts

20. Class/Group performance activities, weekly homework assignments.
21. They routinely perform before their peers.
22. Student demonstrations of material

Noncredit ESL and Modern Languages

23. I call on students during class and ask for their input. I also plan small group work or pair work and each student is required to participate. I assign a facilitator who makes certain everyone participates.
24. Sometimes use TPR (*Total Physical Response*), call on a student to direct an activity with the class.
25. Prompt response

How do you objectively quantify "participation"?

Math, Science and Health Ed

1. Answers on homework, responsiveness of students, are they interested in some subjects
2. At the end of the semester I calculate a percentage of how many times they answered the "Questions of the day" on the name card.
3. Grades, turning in home work, participation in class discussions
4. It is coming to class prepared and knowing what to do once there.
5. Usually via point-based activities such as homework, quizzes, in-class assignments, lab reports, exams. I am tempted to start a separate "Participation Score or Meter" that is not necessarily linked to the student's course grade, but may be used to drop students from a class (especially online classes and lab classes) for frequent non-

attendance / non-participation, especially near the beginning of the semester.

6. Group assignments and note the level of positive group dynamics.
7. Homework grade.
8. Some SLO's address this.
9. I use a rubric.

Nursing and Dental Assisting

10. Attendance is a sign-in method. I move about the room and engage their eye contact, ask questions, include facilitative learning and I show respect for their answers, if even they are not on topic... then I guide them into the topic area.
11. Using Moodle's participation tool that tells me how many students accessed Moodle activities. Same with ATI (for nursing education), all info online.

Early Childhood Education

12. I recognize that students have varying levels of comfort. Some will never speak in whole group, but will share in small groups, so I make sure they have opportunities for both.
13. Again, clickers provide me data on how many interactive slides each student responds to, as well as the accuracy of their responses if the specific question has a right or wrong answer. I allocate 2 points per class for participation (with an allowance that students are likely to miss 1-2 classes in a semester for unforeseen reasons). Students who I note arrive more than 15 minutes late or leave more than 15 minutes early lose one of the 2 participation points as it is impossible to participate if you are not present.

Multimedia and Design

14. Required participation: class critiques, student selection of preliminary proposals/sketches (the students present to each other, and the group chooses which will be completed for the final). Advised participation: "attendance." If a student frequently misses lectures and demos due to excessive tardiness or absence, and that is reflected in the quality of their work or redundant questions, there is no "forgiveness" in their grade.

English Skills, English, Communication, and Accounting/Econ

15. I don't. I tell them it is a subjective score based on how much they volunteer, how often they participate, and how much they are staying on task (versus being on their phones, falling asleep).

16. I give points for all these types of participation and share the numerical totals with students in writing at midterm.

17. I count participation in my rubrics as how often students:

- a. participate in class discussions
- b. participate in small group discussions
- c. show up for class prepared by completing any reading and writing homework
- d. show up on time and stay through class meetings.

I have point values associated with how often they do this. Again, this quantification is achieved through self-evaluation and instructor evaluation.

18. Attendance.

Performing Arts

19. In-class assignments for a grade.
20. Students are evaluated on their quality of participation but receiving points for the class work.

Noncredit ESL and Modern Languages

21. I sit down with a group or pair and listen for participation. I record notes of my observations
22. I get all via listening, reading, conversing and writing

Library

23. This is tough for librarians! I guess if students are taking notes, following along during presentation, looking for information, discussing points with classmates, then I count that as participation.

Thank you to everyone who shared their good ideas!!!

COM Faculty Governance Committee Members 2013 - 2014

as of December 2013

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- Becky Brown
- Patricia Seery

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- Gina Cullen
- Kathleen Smyth
- Sheila Whitescarver
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- Sara McKinnon
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- Steve Newton
- Susan Rahman
- Vacant

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- Erik Dunmire - Co-Chair

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- Cheo Massion

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Two faculty members sit on this committee

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- Luz Moreno

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Part-Time Credit

- Paul Cheney
- Jeff Cady
- Andrea Wang

Noncredit

- Patricia Seery, Treasurer

The Academic Senate meets every Thursday from 12:45 to 2 pm

<http://www.marin.edu/senate/index.html>