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In forcing schools to close and move to online models, the COVID-19 pandemic disrupted education for all ages and grades. Now, with students back in classrooms, many educators are breathing a sigh of relief at the prospect of returning to “normal.”

However, schools are also now assessing to what extent students fell behind during the 2020 pandemic year and taking action to help students relearn skill

university's almost 15,000 undergraduates identify as Black, indigenous and people of color (BIPOC). These students are frequently underrepresented in STEM fields, whic

students could sit with Learning Assistants, or LAs – other students assigned to every entry-level math and statistics course – who could so ~~tw~~ e

instructors learn from each other. “We improve our practice and talk about what we’ve tried and what we want to try,” Sisneros-Thiry said.

Some of the topics the graduate students discuss in their training include active learning strategies, assessments, pacing and alignment of materials, and specific areas of struggle. In a spirit of cross-pollination, Sisneros-Thiry then brings what she hears to the Math Lab, both to share ideas and to hear what’s happening there, so everyone knows “what students need, and what’s working and what’s challenging,” across all facets of in-class instruction and the Math Lab program.

“We want to make sure that we’re supporting them with interesting, challenging problems and coordination across the sections so that the students are getting a cohesive experience,” Sisneros-Thiry said.

It’s these types of wraparound services for which the National Institute for

It's why the Math Lab has upgraded to a hybrid tutoring model, with assistance available both in-person and online — and the university plans for even more visibility for the program going forward.

Coordinator Alicia Still explained that the Math Lab is slated to become the STEM Lab in the near future and have a sparkling new home in the Applied Sciences Center that Cal State East B , in

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