AUP Fall 2020 Update

CPIE Office

Student services

Response Rate

20 out of 23 student service departments responded to the Fall 2020 update

Student Service Themes – Q1

Question #1: What have been 1-3 most significant impacts of Covid-19 on your unit?

- Understaffed

- Access to Tech for Employees & Students

- Shifting everything to an online/digital format

* Basic needs (2), Mental health (5), Communication (4), Website (2), Textbook delays (1)

Student Services Themes – Q2

Question #2: What adaptations, if any, did your department make that you plan to carry into a non-pandemic environment? Are there any successful practices that you would like to share?

○ Virtual orientations, help desks, workshops, and events

○ Use of online tools – electronic scheduling, zoom, google voice text

○ Rethink ways to outreach to students – social media presence, electronic gift cards, etc.

* 9 departments mentioned continuing some of these practices post-pandemic because of their success and/or ability to provide access to a wider range of students

Student Services Themes – Q3

Question #3: How has Covid-19 changed how your unit is planning for the next 1-3 years? (Please refer to questions 1.5, 2.4, 3.6, and 4.2 in your 19-20 AUP for additional context.)

- Majority of departments said they were either 1) continue with previously stated goals or 2) adjust goals due to online environment.

- 5 departments were concerned that decreased enrollment and/or participation would impact their funding or progress towards goals.

- 5 departments mentioned their concerns about the DI groups they serve.

- 4 departments saw an increase in student demand for services.

Main Takeaways

- Many departments struggled (and are still struggling) with the transition to 100% online service modality.

- All departments were able to adapt and create new processes in a short turnaround time.

- Many departments will continue with and continue to develop their virtual offerings.

Academic Affairs

Response Rate

37 out of 37 academic departments submitted a Fall 2020 update

Divisions: AHN, ALC, CTE/WD, ESBS, LTR, MNSESW

Academic Affairs Themes – Q1

Question #1: What have been 1-3 most significant impacts of Covid-19 on your unit?

Lab Access

- *When the COVID pandemic struck in the Spring 2020, students were removed from clinical rotations and all on-campus courses and labs were cancelled. Our summer course which included clinical rotations and hands-on lab was cancelled and our cohort who was set to graduate at the end of the summer semester was postponed until Dec 2020.*

- *These programs have been particularly hard hit because of the difficulties of converting content to online delivery. We essentially are now left with a course, not a program for these areas. For Ceramics, only Ceramics 1 was offered this fall and for Sculpture, only Sculpture 1 was offered.*

- *The previously unplanned transformation of LAB Classes from "on-campus" to "online" (GEOG 121, GEOL 110, and OCEA 113) and the gigantic implications in terms of the following: time-spent developing all-aspects of these courses, doing so in real-time as the class is unfolding; maintaining some semblance of the data collection and hypothesis testing that undergirds the teaching of the Scientific Method required for the unique experience that is a "lab class;" providing true access to usage of some of the "hands on" tools used in the sciences; and, doing so in a manner that is experimenting and responding to what works for students educationally, technologically, and in terms of the camaraderie that lab-work can often build.*

Academic Affairs Themes – Q1

Question #1: What have been 1-3 most significant impacts of Covid-19 on your unit?

Student Engagement Impacted

- *In Zoom, Students are distracted by family members or pets that walk by. People talk to them while they are in class. This does not happen in a classroom on campus. Zoom or Wifi bumps students out of the meeting and they have to log back in – which means they have missed class time. Additionally, students tend to type a lot in the chat with questions instead of asking. When an instructor is teaching, they cannot monitor the chat at the same time. Therefore, questions are missed. An instructor has to take up valuable teaching time in order to stop and read through the chat.*

- *In addition, students are now isolated from each other and their instructor because of the limitations of Zoom. Students can now more easily retreat into passive observes rather than actively participating in their learning. Instructors are not able to provide direct feedback on work during lecture and lab periods. Lecturing on Zoom is slower than lecturing in person because it can be hard to gauge where students are in their problem-solving and note taking.*

- *The inability to produce live theatre in any capacity resembling what it actually is. Teaching performance courses remotely that were never, in 2500 years, intended to be taught this way.*

Academic Affairs Themes – Q3

Question #3:_How has Covid-19 changed how your unit is planning for the next 1-3 years? (Please refer to questions 1.5, 2.4, 3.6, and 4.2 in your 19-20 AUP for additional context.)_

Hiring Needs

- This has deepened our need for a new, full-time faculty member with online teaching expertise.
- W e had planned to request a new hire, as we have now had two faculty retire in the past year. But, given the enrollment challenges of Covid along with other. Enrollment issues still being investigated, we won't be able to get a new hire without losing the few remaining adjuncts we have. While we need a new full time hire to help us to remain engaged in committees and planning, we can't sacrifice the diversity, skills, and loyalty of our current adjuncts.

Academic Affairs Themes – Q3

Question #3: *How has Covid-19 changed how your unit is planning for the next 1-3 years? (Please refer to questions 1.5, 2.4, 3.6, and 4.2 in your 19-20 AUP for additional context.)*

Scheduling

- W e also look to redistribute the responsibilities and reassign times for BOT and OPT Coordinators among all full-timers. T his will allow us to handle increased enrollment in our online courses/ OPT Program.
- Completion of line sheets for upcoming semesters now includes planning for timing of required sanitization of simulation spaces between groups, # of classrooms needed to maintain physical distancing per class size.
- Planning for the future requires careful consideration of access to clinical sites

Equity

- The pandemic threw into sharp relief the barriers that our ESL students face attaining a community college education. Immigrant and refugee students have always encountered financial hardships, time limitations due to childcare and work, and cultural and language barriers. International students have always struggled with culture shock, isolation, language barriers, housing and financial problems, and student visa considerations. The pandemic sharpened the severity of those barriers. COVID-19 has only added urgency to our need to make improvements to our program and increase student support.

- We will be focused on training in implementation of Affective Domain activities in the Remote Environment, embedding tutors in the remote environment, placement, scheduling for access, identifying barriers to student success in the remote environment and dismantling those barriers.

Main Takeaways

- Many departments struggled (and are still struggling) with the transition to 100% online service modality.

- Closure of lab facilities and loss of field sites has already had an impact on program completion and will continue to impact completion in the coming semesters.

- New technology needs increases staffing needs: both faculty and classified hiring impacted.

- Major concerns about decreased tutoring services to students