Guided Pathway Listening Session

29 April 2020

History of Guided Pathways

Multi-year project

2017   General Inquiry Started

2018   State Pathways Grant

2019   SRJC takes year long inquiry.

         4 major areas to work on: Website, Academic Support, First
Year

         Experience, Mapping and Scheduling.

2020   Work groups survey best practices and current practices at the JC

Process and Adaptation

- We are squarely "in progress" courtesy of a 2019 Fire Season and a 2020 COVID-19 reality, and will be requesting an extension into AY2020-21.
- Major brainstorming, brown bags, and collaborations across the college are needed for further refinement and development of our ideas.
- New team members will be needed as folks adapt to their new roles and responsibilities in a pandemic world.

New website to come: https://academicsenate.santarosa.edu/guided-pathways

Website Re-Design Workgroup

Terri Frongia: Lead *WL/PHR/Art- PET*   Oscar Guajardo *Class—CE*
Outreach

Erin Bricker *Dir—Public Relas*   Alex Hays
Student

Leila Rand *Class—Web Devel/ IT*   Sami Lange
Libr- PET/ DC-WL

Nancy Ruud *Couns*   Carlos Valencia
CSKL/Tut

Zack Miranda *Class—Stu Engag/*   Sofia Tecpoyotl Ramon *Student*

Charges to the WR-D Workgroup

Charge A: Inquiry regarding the SRJC website's ease of access to information and other colleges' websites to identify possible models.

Charge B: Recommend specific improvements to the SRJC website in support of teaching and learning.

Charge C: Serve as a repository for website-related needs and ideas identified by other work groups in the course of their research.

Charge A: *Inquiry into the "JC website"…*

- This visual site map of *santarosa.edu* (the main domain) is from the Internet Archive Wayback Machine, from 2016.
- It's in the form of a radial-tree graph:
  - The center circle is the "root" of the website and successive rings moving out from the center represent <u>pages</u> from the site.
- Flash forward 4 years: It now consists of 180 websites-- and growing.
- There is no "entire JC website" map available, just those of the subdomains.

https://web.archive.org/web/sitemap/santarosa.edu

how it's created/ maintained ...

- The 180 websites are generated and maintained by a wide range of unit/ department faculty and staff throughout the district.
  - The unprecedented recent surge of retirements, budget/staff cuts, and new hires will soon impact much of the JC's web presence.
  - The need for training for all faculty and staff assigned or volunteering to support the various websites will also increase, especially as Drupal updates and newer versions are implemented. (Transition from v. 7 to 8 is not yet complete, and v. 9 will be arriving in a year or two.)
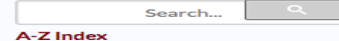
… and how it's presented to users

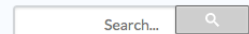Many of these websites don't use the same template, so users' experience is inconsistent.

Inward-Facing vs. Outward-facing Information

The main content categories appear below the logo on the JC homepage:

ABOUT SRJC	ADMISSIONS	FINANCIAL AID	ACADEMICS	STUDENT SUPPORT	CAMPUS LIFE	FOUNDATIC

- These categories are presented from the perspective of the College's internal organization rather than from that of a prospective student or other core user
- Four of those seven categories shown are under the purview of the Student Services "side of the house"
- Clicking on Student Support takes you to a landing page with 6 categories containing 55 links to different programs and resources
- Clicking on Academics, you arrive at one with 3 categories and a total of 22 links
- Of the 77 links provided by these two essential partners in student success, there are only 4 in common *(Computer Labs, Libraries, Math Lab, Tutorial Center)*

Charge A: Two Recommendations

#1 Provide the best possible user-focused experience by leading the institution, in partnership with Student Services, in reframing our approach to, and support of, the college's web presence.

Goals for this recommendation:

- *Utilize clear, simple language and avoid "academic" jargon.*
- *Minimize large chunks of text, opting instead for visually engaging information "blocks" and imagery.*
- *Make the site user friendly and easy to navigate by revising the information architecture and conducting core user testing to implement intuitive design.*
- *Organize information to align with our core mission of teaching and learning.*

 # 2 Provide consistent user experience throughout all subdomains and pages.

Goals for this recommendation:

- *Collaborate with the existing ad hoc Shared Governance Website Workgroup, which oversees SRJC homepage redesign and top-level navigation. (Suggestion: Assign a standing GP liaison (hub or WR-D lead preferred) to this ad hoc workgroup.)*

- *Expand the templates for all department pages to include uniform navigation and page structures so users have consistent experience.*

- *Utilize more "calls to action" to help guide users and to support completion of immediate tasks/goals.*

- *Promote and support sustainable, cross-functional web team work, at both district and departmental levels.*

Charge B: Specific Improvements

The BIG RESET-- *Reality 2020... and beyond*

The college website is more than a convenience or tool. *Today it is an essential utility like electricity-- and also our newest campus.*

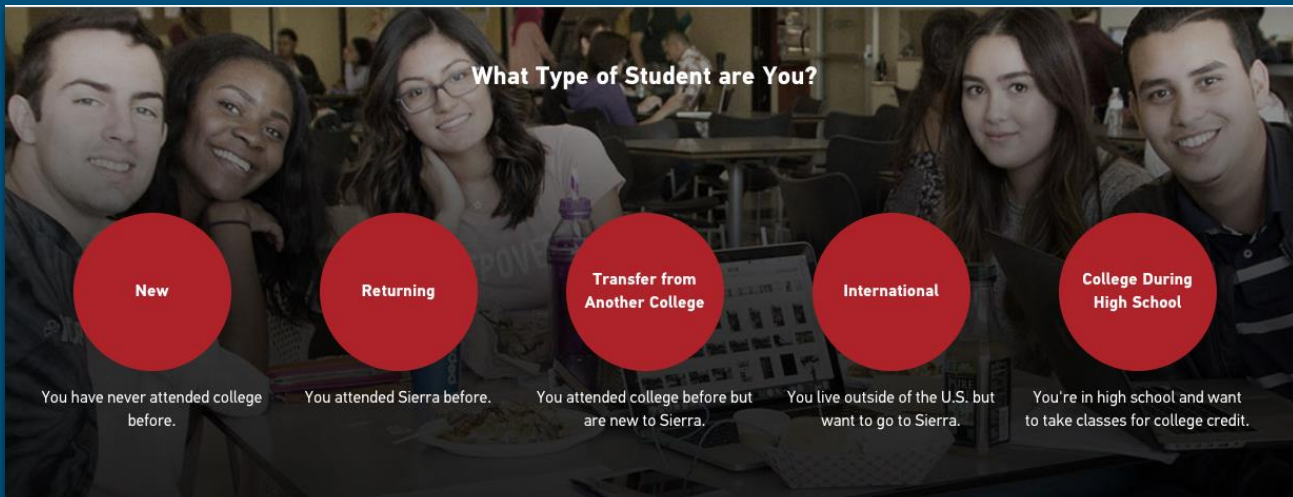The time to re-vision and renew our messaging and guidance for students there is now.

SRJC's Guided Pathways principles are an excellent lens through which to do that revisioning.

Coordinated and Integrated Academics + Student Support

While each student represents a unique need and journey, each needs similar basic, essential information to enter and realize their chosen educational goals.

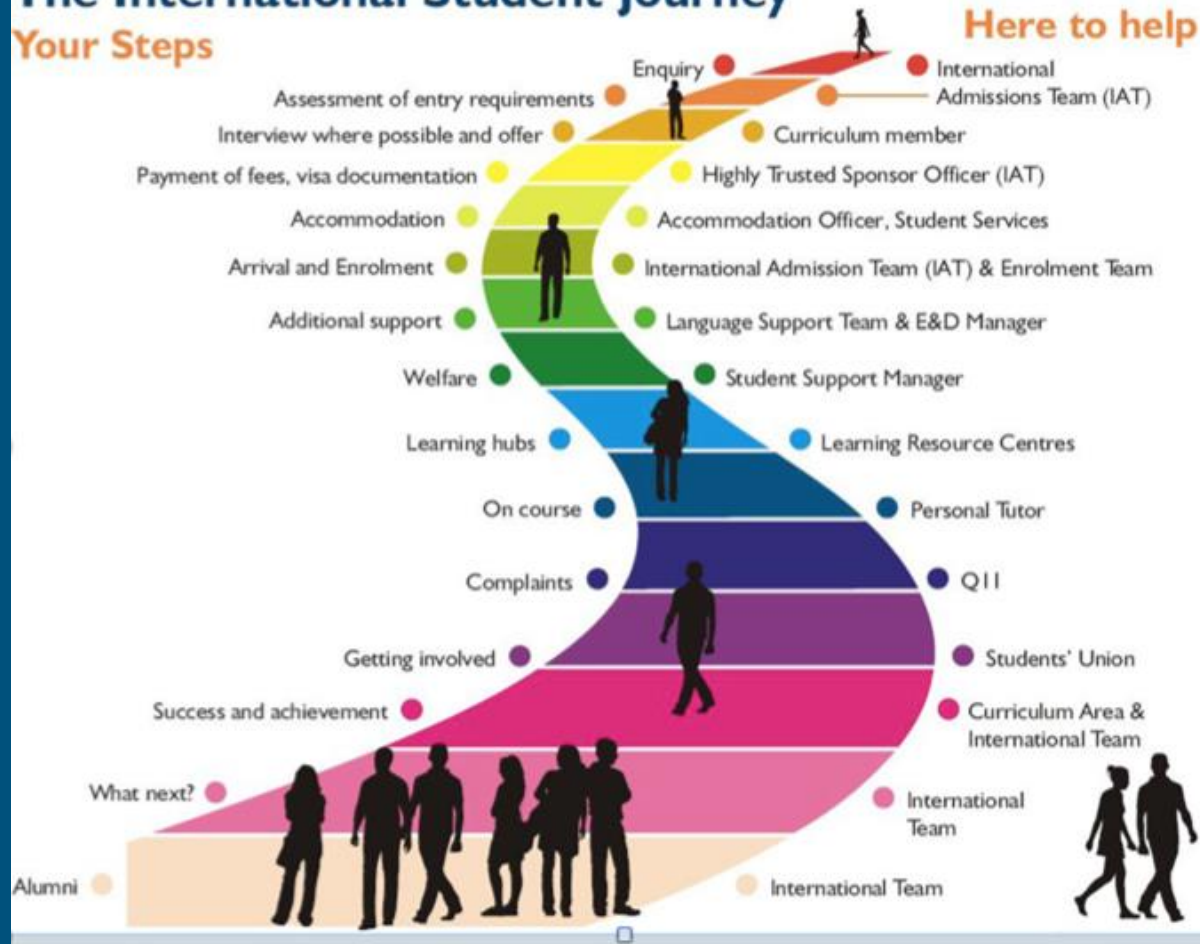*Sierra College* offers an example of different doorways for different types of students' journeys.

What Type of Student are You?

New — You have never attended college before.

Returning — You attended Sierra before.

Transfer from Another College — You attended college before but are new to Sierra.

International — You live outside of the U.S. but want to go to Sierra.

College During High School — You're in high school and want to take classes for college credit.

Looking for Non-Credit Classes for Enrichment, Personal or Professional Growth?
We have Community Education available, and we have Osher Lifelong Learning Institute at Sierra College (OLLI) classes that are specially designed classes for adults age 50 and older.

The International Student Journey

Your Steps — **Here to help**

Your Steps	Here to help
Enquiry	International Admissions Team (IAT)
Assessment of entry requirements	Curriculum member
Interview where possible and offer	Highly Trusted Sponsor Officer (IAT)
Payment of fees, visa documentation	Accommodation Officer, Student Services
Accommodation	International Admission Team (IAT) & Enrolment Team
Arrival and Enrolment	Language Support Team & E&D Manager
Additional support	Student Support Manager
Welfare	Learning Resource Centres
Learning hubs	Personal Tutor
On course	QII
Complaints	Students' Union
Getting involved	Curriculum Area & International Team
Success and achievement	International Team
What next?	International Team
Alumni	

Common student journeys could be visually illustrated, with steps such as apply, choose classes, specialized student services, learning supports, etc. based on the type of student– Dual Enrollment, New, 1st Generation, Continuing, DACA, Re-Entry, Veteran, International, etc.

Leveraging the power of visual communication

Instead of this

How about something like this

Charge B: Three Recommendations

Given the unprecedented and urgent nature of the College's current environment—most particularly increasingly unstable/ unpredictable enrollments and ever-greater reliance on digital delivery of instruction and services due to COVID-19, seasonal outages and/or fires, etc.-- the college needs to provide urgent attention to its web presence.

#1 Focus Phase One of Redesign on student users.

As the core-user group most negatively impacted by the deficits/gaps identified by inquiry into the usability of the JC website, this is the area of highest priority at present.

Goal for this recommendation

Break down silos that disperse information for students across various department sites.

A. Collaborate with and integrate information from the GP Workgroups and others as determined.
B. Organize information based on student educational pathways rather than district's internal organization.
C. Integrate student services along the academic pathway, preferably on the main domain rather than any individual unit/ departmental site.

#2 Begin Phase One activity as soon as possible.

Support the Web Re-Design Workgroup to continue work in collaboration with the SRJC web team and the district's Shared Governance ad hoc Website Workgroup to perform pre-planning tasks to effect rapid remedies.

Goals for this recommendation:
- *Submit a successful proposal for funding to conduct pre-planning tasks (e.g., developing site maps and content migration plan for critical content; creating mock-ups of possible approaches to a common integrated Academics + Student Services 'student journey' area of the JC's homepage, etc.)*

- *Secure support for the web team's effort in this regard and encourage partnership with units departments throughout the district*

 # 3 Ensure sustainable, cross-functional web team support, at both district and departmental levels.

Identify and allocate resources to the web team from appropriate stakeholders –e.g. Guided Pathways, Career Education, Student Equity and Success, the general fund, other categorical funds as appropriate– to do the work of integrating Guided Pathway elements into a student-oriented website framework and to support departments as they align with the this effort.

Goal for this recommendation:

- *Support through collaborative district resources for sustaining the ongoing maintenance and evolution of the revisioned and redesigned website.*

Our end goal shapes our first steps: Supporting student success, from their very first online contact with SRJC.

Integrated academics + student services pathways that welcome, guide, engage-- and inspire.

"Start here. Go anywhere."
(Metropolitan CC)

"Where legends are made."
(U of Alabama)

"Together we go far beyond."
(Stony Brook U)

"Become the author of your own powerful story"
(Juniata College)

Charge C: Repository for Other GP Workgroups

Due to the extraordinary circumstances seen this semester, workgroup leads have not had the opportunity to discuss their area's website-related needs, or share ideas about how a repository should be housed, structured, and organized.

Various resources of interest have, however, been posted in the GP Workgroup Canvas site (click on Pages for all that are available there).

Charge C: Two Recommendations

#1 Continue to gather and organize website-related needs and ideas from a variety of sources as the GP initiative continues.

#2   Dedicate time to assess viability and usability of other platforms with collaborative content-creation features and good accessibility for JC's core users (i.e., faculty, staff, advisory and other appropriate committees, etc.) who will be engaging with and contributing to Guided Pathways the years.

canstockphoto.com-csp56676056

Academic Support
Leads, Elizabeth Dale & Roberto Alvarado

Team; Smita Avasthi, Bert Epstein, Luz Garcia, Lynn Erikson-Rhode, Nikki Magallanes, Sofia Tecpoyotl-Ramos

An Inventory

SRJC has a number of resources in and outside of the classroom. Things that may impact instruction and learning.

In the Classroom

Outside the Classroom

Students

PALS (Embedded Tutoring)
Office Hours
AB 705 (Support Classes)
Writing Center
Math Lab
Counseling Classes/FYE
Open Science Labs
New Things:
Discipline Mentors
SSU Intern Grad Program

Student Success Teams (SR & Pet)
Tutoring Centers (Online Tutoring)
Peer Health Coaches
MESA Tutoring

PALS (Peer Assisted Learning Specialist) Background

- ❑ Established Spring 2015
- ❑ Funded by Equity (now SEA funds)
- ❑ Used by English, Math, and College Skills Departments
  - ❑ PALS provide the following:
    - ❑ (1) Peer-mentoring and tutoring: Providing embedded tutoring to students to obtain greater success in the classroom. PALS attend class at least one hour a week.
    - ❑ (2) PALS Leadership: Developing Skills. Leadership, communication, and working with others.
    - ❑ (3) Instructional Assistance: Providing assistance to the instructor through reader duties and grading.
- ❑ Overall feedback collected from students that used the resource found it useful (student survey responses)

Some Findings

1

PALS In vs Out of the Classroom

The use and connection students developed to the PAL varied based on method they were used by faculty. The availability of the PAL contributed to how they were used as well.

2

Sparked Innovation

The use of PALS has invited faculty to change what they do in the classroom and re-envision out-of-class tutoring for their courses. Faculty have shared the ways they have incorporated their PALS into the class through active learning assignments, student conferences, and other in-class activities that enable PALS to work directly with students.

3

Use of Service

Of those that used the service, students overwhelming support the program. Reported that it helped them be more successful in the class.

PALS Recommendations

- ❏ **Funding for Expansion into other Disciplines**
  - Tap into district or other SRJC funding sources (How and what money?)
  - Grant writing proposals
  - Use of student fee's (money students pay each semester)
  - Use of Work Study Funds for those eligible (Student worker model)
- ❏ **Move away from a pay model**
  - Give credits/units: WRKEX 99, CI 51, Indep. Study 48 or 49 (Honors Courses)
- ❏ **Training for Faculty and PALS**
  - 3 Leads in disciplines now but that will need to change
  - On-Going Training opportunities to work together (Get Flex Credit)
  - Use of PALS: Inside the classroom vs outside the classroom
- ❏ **Develop an Online Presence**
  - Website
  - Tools and resources Faculty and PALS could use.
  - Best Practices

Tutorial Services

❑ **Services and Highlights**
   ❑ Mentors Working in the Center
   ❑ Emeritus Faculty from College Skills Department
   ❑ Emeritus Faculty from Writing Corner
   ❑ Emeritus Faculty from STEM Corner
   ❑ Community Volunteers: Retired Physician, Engineer, Computer Science Expert
   ❑ Faculty (12)
   ❑ Student Tutors (50) (paid)
   ❑ Classified Personnel (14)
   ❑ CTE PALS
   ❑ Math PAL

	FALL 2018	FALL 2019	PERCENT INCREASE
TOTAL NUMBER OF HOURS	19,990.922 hours	20,916.973 hours	4.6%
TOTAL NUMBER OF VISITS	12,229	13,112	7.2%
NUMBER OF COURSES SUPPORTED	319	341	6.9%

	Santa Rosa Tutorial Center	
	Fall 2018	Fall 2019
Time	Head Count	Head Count
7 AM	16	1
8 AM	1372	1437
9 AM	1295	1348
10 AM	1894	2085
11 AM	1470	1465
12 PM	1201	1399
1 PM	1503	1553
2 PM	1132	1155
3 PM	886	929
4 PM	736	878
5 PM	529	649
6 PM	181	207
7 PM	14	6
Grand Total	12229	13112

Fall 2018 Student Demographics
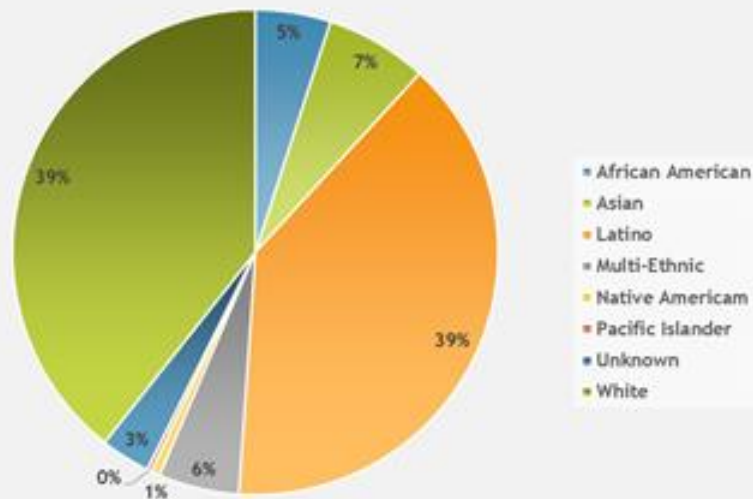
Fall 2019 Student Demographics

NetTutor Usage

Subjects of Sessions
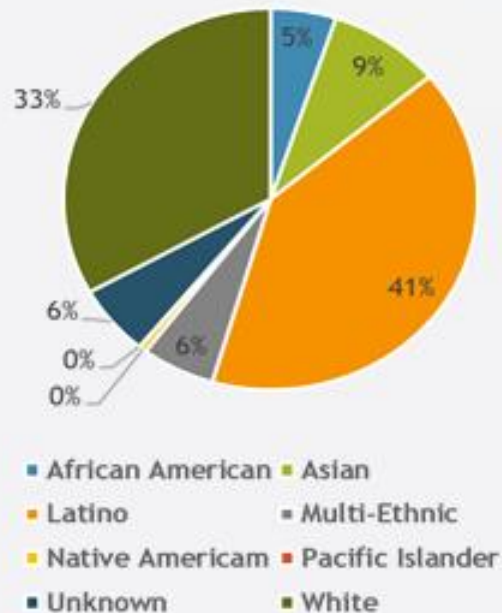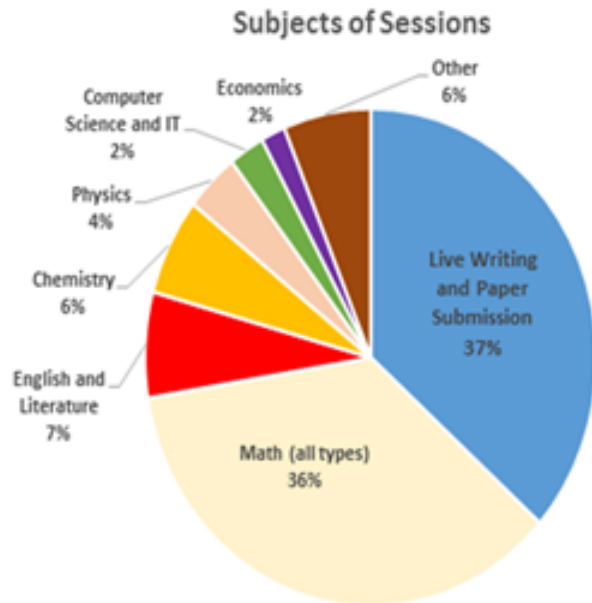
	# of Sessions	Time (mins)
Live Tutorial	814	18,197
Paper	340	10,675
Dropped-Off Question	172	1,615
	1,326	**30,487**

How Students Entered	# of Sessions	
From course	203	15%
From portal/direct	1123	85%

Average Session Time	23 minutes

Tutorial Recommendations

❑ **Recommendations**

1) Invite Math PALS to collaborate with Tutorial Center.

2) Invite English PALS to collaborate with Tutorial Center.

3) Extend general invitation to faculty to hold periodic office hours in Tutorial Center to encourage students who might be inexperienced with faculty contact.

(Already in place on the Petaluma Campus, and some faculty at SR Campus.)

4) Extend general invitation to all personnel involved in mentoring and tutoring to attend monthly training, collaborating with faculty and classified staff in its design.

5) Student Equity Funding could be used to support the Tutorial Center.

Discipline/Department Faculty Mentors

- ❏ **Faculty already do this informally**
  - ❏ Research
  - ❏ Create Structure
  - ❏ Identify 2-5 faculty members from each department/discipline (Flex Credit)
  - ❏ Faculty Guidance around all aspects of academia. Examples of topics: civic engagement, critical thinking, career paths, internships, fellowships, and expertise in the field

- ❏ **Create a webpage**
  - ❏ List all the Discipline mentors
  - ❏ Ties this into First Year Experience GP Group
  - ❏ Ties this into Mapping and Scheduling GP group

SSU Grad Intern Program

❑ **Grad Students helping faculty**
  ❑ Earn credits for tutoring (PALS Model)
  ❑ Help in Tutoring Centers, Writing Labs, and Math/Science Labs

❑ **New Suggestion/Idea**
  ❑ Research
  ❑ Meet with appropriate SSU Faculty/Administrators
  ❑ Build Structure

❑ **Other Partners**
  ❑ USF
  ❑ Dominican

Faculty Office Hours

❑ **Conduct a Survey (Has one been done?)**
  - ❑ Utilization
  - ❑ Availability
  - ❑ Location (physical location and virtual)
  - ❑ Beyond Course Material

❑ **Discipline/Department Office Hour**
  - ❑ Work together to support any student that needs help (Open Lab Fridays works this way)

AB 705

- **The first year of Implementation**
  - Collect Data (SRJC Specific)
  - Student Surveys
  - Recommendations

- **Support Classes**
  - English
  - Math

SST (Student Success Teams) Background

❑ Established Fall 2016 (Petaluma Campus) to boost rates of matriculation steps, <u>course retention, successful completion of classes,</u> and persistence.

❑ Funded by Equity (now SEA funds). Also Awarded Higher Education Innovation Grant (2018)

❑ Now available at both SR and Pet Campuses (slightly different models)

❑ Peer to Peer Coaching Model
   ❑ Workshops: Study Skills, Self Care, Cultural Activities.
   ❑ Establishing College Culture
   ❑ Pet Campus: As of Fall 2019 3 dedicated coaches for career education (CTE)
   ❑ SR Campus-2 types: First Year Coaches and General Student Success Coaches

❑ Overall feedback collected from students that used the resource found it useful

Student Success Team Recommendations

Use as Early Alert Model
- Faculty Education and Onboarding
- Create something in the Faculty Portal (Like link below) and Canvas Page
    - https://petaluma.santarosa.edu/form/connecting-students

Use PALS Model
- The Structure
    - Embed in classrooms
    - Embed in disciplines/department
        - EX. Have 2-5 coaches that work with History faculty

Expanded Online Services
- MySRJC app
- Virtual Appts. (Already happening due to COVID-19)
- Community Hour Online (Mon-Thur 1-2pm)

Peer Health Coaches

- ❑ **Out of Students Health Services**
  - ❑ Peer to Peer (Modeled after Teaching Fellows)
  - ❑ In their 7th year
  - ❑ Provide Public Health Information
    - ❑ Workshops, Social Media, Instagram, Class Presentations
    - ❑ Promote Mental Health Initiatives
    - ❑ First Aid
    - ❑ Suicide Prevention
    - ❑ Body Image
    - ❑ Stress
    - ❑ Peers and Paws
- ❑ **Awareness of Resources**
  - ❑ Reaching faculty
  - ❑ Link in Faculty Portal and Canvas Shell
  - ❑ Mental Health Support Online

First Year Experience

Leads, Sarah Lesson & AC Panella

Allison Baker, Social Sciences Faculty
Jessica Bush, Counseling Faculty
Jessica Russell, English Faculty
Ahmed Deen, Health Science Faculty

Nick Hill, KAD Faculty
Matthew Long, Dean of Student Services
Michelle Vidaurri, Director of Student Services

Overview Spring 2020 First Year Experience Inquiry

When we first met with our workgroup, we begun setting the scope of our project by asking the following questions:

1. Who counts as a "first year" student?
2. What does "First-Year Experience" mean at different institutions?
3. How is our institution currently meeting the needs of first year students? What are our existing strengths and weaknesses?
4. Which "First Year Experience" initiatives would best fit at SRJC?

Which First Year Experience Initiatives Might Fit Best at SRJC?

Broad overview of favored items:

- Summer programs/Zero-week events
- College-wide 'shared read' or other community conversation
- Peer supports
- Interdisciplinary seminar (possibly with co-curricular components)
- Dedicated FYE infrastructure creating a crossover between academics and student services

Related components:

- Length of semester?
- Class size
- Number and role of counselors
- Dedicated time for faculty mentoring
- Overlap with website design specifically regarding incoming/first year students (Canvas sharable round up of resources?)
- Professional development designed around faculty involvement in first-year initiatives

Recommendations

Based on our current inquiry, the Intro to College workgroup makes the following recommendation: to analyze and gather data over Summer and Fall 2020 to produce tailored program recommendations regarding, but not limited to, the following FYE initiatives

- Summer programs/Zero-week events
- College-wide 'shared read' or other community intellectual experience
- Peer supports (both academic and non)
- Interdisciplinary seminar (possibly with co-curricular components)
- FYE infrastructure creating crossover between academics and student services

Mapping & Scheduling: *The Team*

Co-Leads

- Summer Winston
  - Comp Studies / Graphic Design [SR]
- John Stover
  - Sociology [PET]

Student Members

- Mary Cabrera, VP of Student Health
- Delashay Carmona-Benson, Director of Petaluma Clubs
- Dakota McGranahan, VP of Student Life

Faculty & Classified

- Vince Hamilton, Counseling [PET]
- Tara Jacobson, KAD [PET]
- Tara Johnson, DRD [SR]
- Monica Ohkubo, KAD [SR]
- Libby Simas, Comm [PET]
- Nancy Persons, Library [SR]
- Catherine Williams, AA Dean [PET]
- Jana Cox, Financial Aid [SR]
- Lisa Beach, Distance Ed [SR]
- Adrienne Leihy, Curriculum [Class, SR]
- Elias Carreno, Outreach [Class, PET]
- Amy Ethington, CalWorks [Class, SR]

Interns

- Gabriela Gachet, Counseling Intern [PET]

[M&S] Area 1: Program Mapping

Empower departments and programs to create visual maps of curriculum that improve student comprehension of how to be successful in their studies.

Establish the "Oak Tree Program Mapping Project"
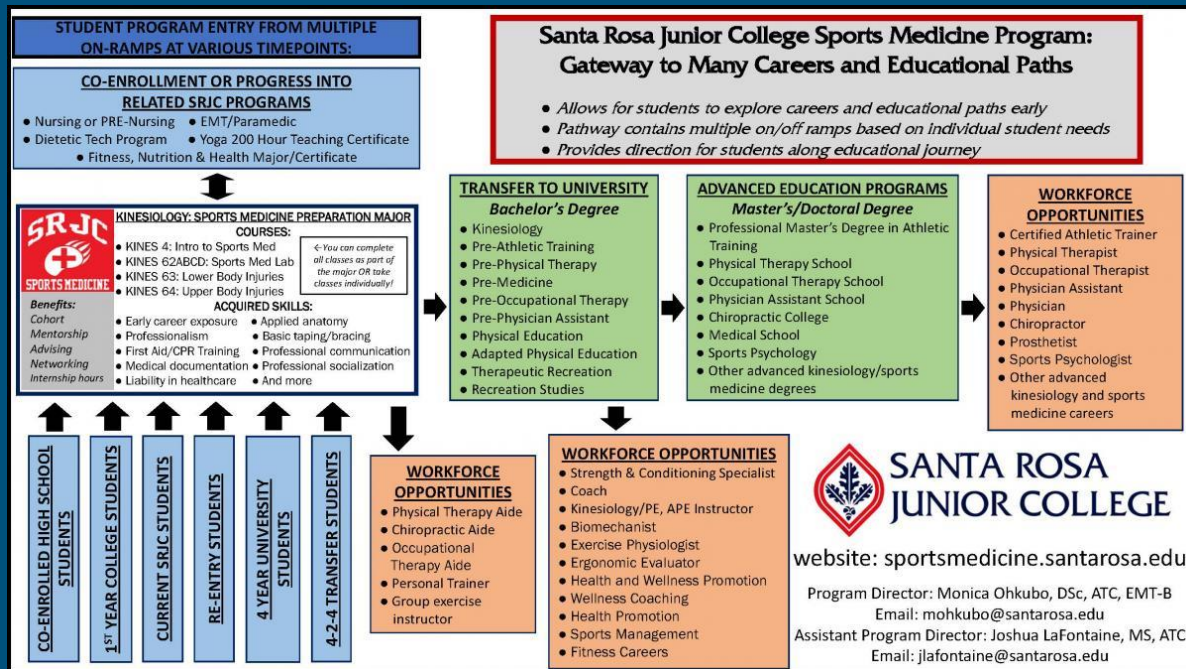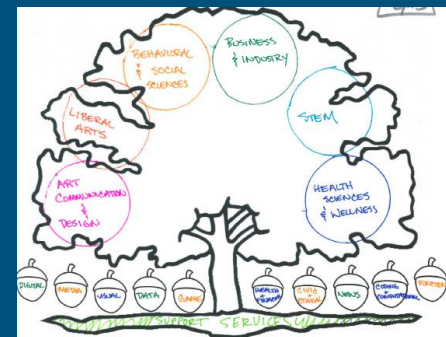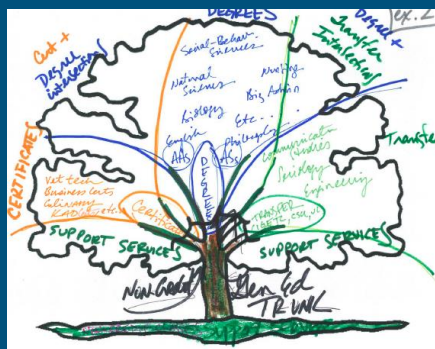
[M&S] Area 1: Program Mapping

"...clear, accessible Program Mapping..."

- *Develop a collection of "Best Practices"* and share them across the college.
  - *For instance, what can we learn from our counselors, who do this work every day, that could help us improve our own mapping in the various disciplines?*
- *Devote a day or more of PDA activities* to this work.
  - *For instance, continued GP Working Group activities could develop templates, resources, and best practices shared in an AM session for all, then follow up in PM sessions wou*

[M&S] Area 2: Sequenced Courses

"…clear, logical, and effective alignment of sequenced courses…"

- *Empower departments and programs* to review, revise, and update existing recommended sequence for courses in a certificate, program, or major.

- *Establish ongoing systems of review*

- *Devote a day or more of PDA activities* to this work.

Recommended Sequence of Courses
Program of Study: Nursing
Department: Health Science
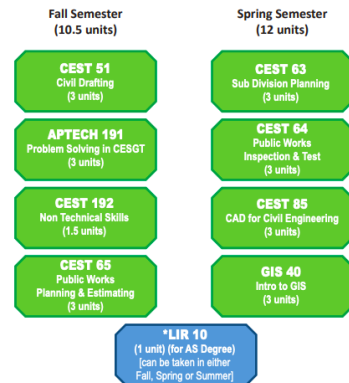Coordinator: Katherine Caddes (707) 257-4527
Effective: Spring 2012

Course Number	Course Title	Units
First Semester		
NR 75.1A	Fundamentals of Professional Nursing	12.0
	First Semester Unit Total:	12.0
Second Semester		

Recommended Sequence of Courses   Printer Friendly

Program of Study: Sociology (AA-T)

Department: Behavioral Sciences

Coordinator: mdasgupta@santarosa.edu

Term Effective: Fall 2017

* denotes a required course.

Course Offerings subject to change. Please consult the current Schedule of Classes.

This document is for planning purposes only and is not a guarantee of course offerings

A full-time student seeking to complete an Associate's Degree in two years should expect to take an average of 15 u

A major is only part of what is required for an Associate's Degree see additional requirements here

Students are strongly advised to meet with a counselor for educational planning

Civil Engineering Tech Certificate Flowchart

Fall Semester (10.5 units)   Spring Semester (12 units)

CEST 51 — Civil Drafting (3 units)
APTECH 191 — Problem Solving in CESGT (3 units)
CEST 192 — Non Technical Skills (1.5 units)
CEST 65 — Public Works Planning & Estimating (3 units)

CEST 63 — Sub Division Planning (3 units)
CEST 64 — Public Works Inspection & Test (3 units)
CEST 85 — CAD for Civil Engineering (3 units)
GIS 40 — Intro to GIS (3 units)

*LIR 10 (1 unit) (for AS Degree) [can be taken in either Fall, Spring or Summer]

[M&S] Area 3: Course Scheduling Templates

"…evaluation of existing course scheduling templates' strengths and weaknesses…:

- *Empower departments/programs to evaluate course offerings and balance faculty & student needs.*
  - *What's the balance (pre COVID-19 world) of…?* On-ground, Hybrid, and Online courses? AM, PM, evening, Friday, and Weekend Courses? MW vs. TTh sections? Frequency & Patterns?
- C*reate feedback loops* so templates reflect and serve student needs.

[M&S] Area 4: Possible Scheduling Changes

"...possible scheduling changes that support students and the College..."

- *Purchase Scheduling Software and Update Scheduling Practices.*
  - Current, paper-based scheduling processes inhibit the coordination of class offerings across departments and are prone to error.

- *Engage in Consultation and Preparation Among Existing, Local Experts*
  - Modernize current scheduling procedures in consultation with Cheri Winter and Jane Hinchman from Scheduling, among other folks, with the most knowledge of the current system's restrictions.

USE SRJC SCHEDULE PLANNER!

ADD COURSES
ADD BREAKS
COMPARE SCHEDULES

FIND THE PERFECT SCHEDULE

Go To Schedule Planner

(Portal Login Required)

workday.

ellucian.

[M&S] Area 4: Possible Scheduling Changes

- ***Partner / Fund OIR to Develop an Interactive Student Scheduling Tool***
  - Initial brainstorming with Research Analyst Blair Lamb envisioned an interactive tool that would help students understand just how long it would take to complete their studies depending on # of units taken per semester..

- ***We're also interested in developing integrated approaches w/ ISSC***
  - Guided Pathways, overall, and Mapping and Scheduling in particular, are college-wide projects, and the collaboration, integration, and development of ALL of our resources and areas of expertise are tremendously important.

Supplemental Areas of Inquiry

Infrastructure: It is recommended that the Senate help create a plan for

    i)   Consistent Communication Strategy
    ii)   Overlapping work
    iii) Integration of district resources
    iv) Program planning and evaluation

Support professional development and training

    i)   Rethink the use and themes of PDA
    ii)   Reconsider the current Flex Calendar

Additionally

Calendar and Scheduling, the Senate should consider for discussion

    i)   Reinstating the common college hour

    ii)   The length of the semester

A clear and coordinated effort to have a crisis plan in place and make sure that remote access is integrated into all parts of the adopted recommendations. This could technically support, a crisis communication team, and targeted messaging for students and faculty.

Next Steps

- Academic Senate will vote on recommended 2020-2021 recommendations
- Call for new/replacement committee members
- Workgroups will return in Fall 2020 Recommendations to Senate with subsequent policy conversations to follow

Thank you!