

Summer and Fall 2021 Scheduling Considerations and Recommendations

Background

As we plan schedules for summer and fall '21, several factors affect whether we offer a predominantly traditional schedule of classes, a predominantly online schedule of classes, or a blend of the two. Vaccine distribution, including free and widespread vaccine availability, as well as vaccination rates will determine when and to what extent we can return classes to campus. As these are unknown factors at this time, the College plans to build schedules designed to meet student needs and prepare to provide the greatest range of courses and services possible. We will build two schedule types:

- A schedule that plans for pre-Covid traditional on-campus offerings with distance learning class offerings designed to meet student enrollment demand and in alignment with the faculty contract. This schedule would allow for some of the on-campus classes to convert to online in response to faculty health situations.
- A primarily online schedule that plans for continuing Covid-impacted conditions but with predominant synchronous times that allow for shifting to on campus offerings on a limited basis.

By the third week of February, the College will be at its first decision point. At that time, we will have more information on the initial vaccination rollout affecting which option will be scheduled for the summer intersession. Another decision point will occur in May, with even more information on vaccination progress, to confirm the schedule option for fall 2021.

Fall 2021

It is anticipated that vaccine distribution vaccination rates will be at the level required to allow us to fully return to campus. Thus, fall 2021 schedule development will proceed assuming a fully open campus with all courses, programs and services open for students.

- A robust on-campus, pre-Covid schedule will be created with a distribution of traditional, in-person classes and distance learning classes in accordance with the faculty contract.
- The schedule development timeline has been pushed back to slow the process. At this time, begin to do what is needed to build an on-campus schedule. Provide faculty with an on-campus schedule, allowing for distance learning modalities compliant with the contract. Ensure that classes are spread across the day and evening to maximize student enrollment in multiple courses. If we find we must move to an online schedule, it will be easier for faculty and students

to move to synchronous classes, as their time commitments will remain the same.

- If we are unable to fully return to campus, a predominantly online schedule will be created based on current, Covid-impacted practices with on-campus Phase 1- and Phase 2-approved offerings, including distancing and safety measures in place. Classes scheduled on-campus will be moved to synchronous online classes.

Summer 2021

It is possible that vaccine distribution and vaccination rates will not be at the level necessary to allow a full return to campus in summer 2021. Online summer scheduling is underway or has been completed based on current, Covid-impacted scheduling practices. Classes scheduled to be on campus have been approved as Phase 1- or Phase 2-approved offerings with distancing and safety measures in place. Division deans and associate deans will:

- review schedules to ensure there is a breadth of synchronous online courses offered throughout the day and evening so that students who work, have caregiving duties, or have other commitments have access to classes.
- review schedules to ensure asynchronous classes are offered, if appropriate, to provide students with a more flexible option for taking classes; and
- plan for an on-campus, pre-Covid schedule in case we are able to return safely to campus this summer.

Guiding Principles

In planning fall and summer 2021 schedules, the focus must be on meeting student needs. Course offerings and modalities should support student learning and success. Synchronous classes provide an opportunity for students to meet and interact with their professors. Asynchronous classes provide students with the ability to take classes around their busy schedules. Curriculum may inform which modality of online instruction is more effective in supporting student learning. In-person classes are critical for some students who have not been able to attend classes since last March. In planning for summer and fall '21, students' needs must be at the center of scheduling decisions.

General Practices for Class Scheduling

- SPOT Certification: Faculty members teaching online must be SPOT-certified or the equivalent per the faculty contract to teach during summer '21 and fall '21.

- SPOT certification ensures that faculty receive the rigorous training needed to meet the need of students in an online environment. As we move toward a full return to campus, it is beneficial to students to have SPOT-certified instructors. Faculty members who are SPOT-certified or the equivalent are far better prepared to teach online classes.
- Block Schedules: Established schedule blocks will be adhered to for synchronous online classes.
 - Schedules planned for a pre-Covid mix of traditional and online classes will also adhere to the established schedule blocks. If we are restricted to a limited return to campus, appropriate class sizes and breaks will be determined for on-campus classes based on safety guidelines.
- Flexibility in Scheduling: As the current situation is fluid, consideration should be given to the ease with which a largely on-campus schedule can shift online and vice versa.
 - Scheduling synchronous classes that adhere to established block schedules would assist with this flexibility.
- Access Services: For on-campus classes, will need to consider the additional persons in the classroom, such as ASL interpreters and personal care attendants. Access will also need to work closely with students that are medically compromised with more vulnerable health issues for accommodations should the majority of classes return to campus. Testing services for Access students that provide a distraction reduced environment could resume.
- Students approved for note taking services will need to work with the professor to obtain shared notes from a classmate. Students are encouraged to coordinate shared notes within the first two weeks of the semester, and will need to communicate with classmates.
- Students approved for preferential seating will need to inform their professors of their preferred seating location in the classroom. This accommodation may impact space and classroom layout.
- Additional services that will be impacted include: tram services, requests for Alternate Media and textbook conversion to audio books, PDF, or braille.

Special Considerations for Class Scheduling:

Noncredit (Tami and Madelyn)

The School of Continuing Education has very unique student needs. SCE experienced a **40%-60%** decrease in student enrollment during emergency conditions. There is an

urgency to bring noncredit students back to campus in all programs to provide them with instruction, the supports that come with being on campus, our responsibility to train students in their desired career, and to help our local businesses get back on their feet and aid in the economic recovery

Plan A (Summer and Fall)

SCE will plan to be fully on campus beginning with Summer 2021 and continuing in to Fall, 2021.

- Adult Basic Education (ABE)– All classes will be back on campus. ABE will continue to offer some online courses, particularly in HS and HS equivalency.
- Adults with Disabilities (AWD)– This group of students has the largest unmet need in our adult education region. Many of these courses are off campus and we will need to monitor the ability to offer the courses at these sites depending on when we will be allowed back on the sites. If not allowed back at the sites until Fall then we would need to have more classes on campus.
- Community Education – Classes will be back on campus. Some will continue to be offered online.
- Contract Education – Businesses will need contract education workplace trainings in order to adjust for potential new economic reality post-COVID. We will monitor the possibility of offering courses at the employees' location.
- Education for Older Adults (EOA) – We are dependent on the senior centers, community centers, and off-campus facilities to open back up to us. When they do, we must be ready to offer instruction at their sites and provide this very vulnerable population with courses to support physical, mental, and economic well-being.
- ESL – Classes will be back on campus. Some will continue to be offered online.
- Off Campus High School (OCHS) – This is dependent on the K-12's opening back up in Spring/Summer and OCHS ready to provide summer school on campuses. The loss of learning for high school students may be immeasurable. Our program can provide that bridge to being back on track and back on campus.
- Short-Term Vocational (STV) – The STV courses need to get back on campus as soon as possible to support our community's economic recovery. The essential worker programs have been able to be on campus for the skills portion. It has been helpful, yet not ideal. All STV programs are based on students learning hands-on competencies which prepare them for jobs. In addition, partnerships with organizations and businesses have been put on hold due to the less-than-ideal circumstances of online learning (TEMCO, Probation department, Goodwill – Homeless Shelter in Pomona...) There are a few programs that will continue a hybrid model mixing online learning with face-to-face classes.

Plan B (Summer and Fall)

If we are not able to go back to campus for summer and/or fall terms we will continue to offer our courses online. The essential worker programs that have been approved to go back to campus will continue on campus.

Athletics (Joe and Tammy)

- Fall will require additional daily testing requirements for athletes: Cares Act funding for testing is guaranteed through May 2021, which significantly affects the ability to return to campus under current circumstances.
- The Purchasing Department is in the process of determining whether Mt. SAC will be able to “piggyback” off the CSU testing contract. Additionally, the Chancellor’s Office is finalizing a contract for testing of athletes.

Career Education (CE) (Jennifer and Fawaz work with Mark and Peter)

Programs should still plan for two options.

- Several CE “essential worker” programs have been approved, either as Phase 1 or Phase 2, to return to campus in an adjusted format. Provided we are able to return to a pre-Covid format those programs should provide an on-campus schedule as well as one that can be converted to what fits the current plans that they are working with as Phase 1 or Phase 2 programs.
- Programs that were not able to convert to remote learning and have not offered certain courses should plan an on-campus program, but be able to transition those courses that could go remote via synchronous online learning if we are not able to have a complete return to campus. These programs should also be prepared to create Return to Campus Plans for the possibility of having some on-campus programs as part of a Phase 3 that are in addition to Phase 1 and Phase 2, but not a completely pre-Covid format.

Lab Classes (Matt, John, Mark, and Peter)

- In returning to on-campus lab scheduling, it is highly recommended to keep to the block schedule, where appropriate, and provide for lab classes throughout the week and in both day and evening sections. This will help utilize lab space and provide students with the greatest flexibility in building their schedules.
- Decisions will need to be made about whether to continue to offer online versions of labs once we have the ability to return to campus. These decisions should be based on the ability to meet course objectives and student learning outcomes through online delivery.
- During the pandemic when most faculty were teaching online through FOMA, these decisions were based on if the class could be “effective enough”; under a return to campus, the decision should be based on a standard of “as effective as” on campus offerings.

- When necessary to maintain levels of offerings or to maximize room utilization, lecture/lab classes may be offered as hybrids, with lecture online and labs on campus.
- In the event of a limited return to campus, departments should plan for on-campus offerings of labs with reduced numbers of students, consistent with current Covid Safety planning.
- Departments should include in their plan B (off-campus, online instruction) whether a lab or lecture/lab class can transition back to online or would need to be cancelled. If cancelled, plan B should include alternate assignments for faculty scheduled in those classes.

Counseling Classes (Lina and Francisco)

Counseling classes should still plan for two options:

- All Counseling courses were able to convert to remote learning and can continue to be taught online. Counselors should also be prepared to create a Return to Campus Plan for teaching some courses on-campus.
- In returning on campus for summer 2021, traditional counseling courses would keep to block scheduling, where appropriate.
- Summer programs (i.e. Summer Bridge, STEP) will need to make decisions on whether to continue to offer online versions of these programs or return to campus. Both programs work in cohort models. Individual classes (i.e. Counseling, Sociology, Political Science, Speech, Literature) could resume for the summer programs, but the large gatherings (150-300 students) for Learning Community classes, workshops, talent shows, and guest speakers, may prefer to stay online.
- Fall 2021 courses will continue to offer a blend of on-campus and online classes.

Considerations for Scheduling of Services

Library (Meghan and Romelia)

The Library will resume offering a blend of on-campus and online library instruction and services, as in pre-COVID times, when it is safe to return to campus.

The Library has offered instruction and services in-person and online including a 24/7 chat reference service so students have access to a librarian at any time; additionally, COVID-19 conditions spurred new ways in which the Library has been able to deliver

services completely online such as digitization of textbooks on reserve and a laptop/hot spot loaning program.

Noncredit (Madelyn and Tami)

SCE has a few specific areas that need special consideration to move back on campus as soon as possible. They include:

- **CASAS Testing:** This test is tied to our WIOA grant. It is critical for our students as there are paypoints tied to the test.
- **Counseling Services:** Counselors have adapted to providing their services online. We will continue this as needed. However, our students still need the in-person support from our counselors.
- **Registration:** SCE has transitioned to an online application but we have not moved to online registration. Allowing staff and students back on campus would assist with recovering our decline in student enrollment.
- **Off Campus High School Services:** We offer over 300 courses at over 30 high school sites. The paperwork to ensure all faculty are hired and students are registered in a short period of time is intensive. To ensure this is done in an efficient manner, staff need to be on campus.

Academic Support (Madelyn and Meghan work with Sam)

All academic support services will resume pre-COVID status quo operations if conditions are optimal for a safe turn to campus.

By coordinating across campus, academic support centers will collaborate on offering a blend of in-person and online services to ensure that students have access to the support services they need in the modality that best suits their circumstances. Students who are able to return to campus will have access to in-person services; students who can only access online services will continue to have that option.

If classes are offered on campus, students will need access to computer equipment, high-speed reliable Internet, and college facilities in which to do their work and to study with others. To offer academic support in on-campus labs, we will need faculty of record (for instructional and tutoring labs) for line-of-sight supervision, support staff, and administrators also on campus. The academic support centers referenced are: ABE Learning Center, Arts Lab, ASAC, HCRC, Language Learning Center, Library, MARCS, Speech and Sign Success Center, STEM, TERC, WIN, and the Writing Center.

Here are two examples to show a variety of services:

Academic Support and Achievement Center (ASAC) will resume offering mostly in-person services in computer learning lab, drop-in tutoring, study groups, supplemental instruction/embedded tutoring. These services will be complemented by online virtual technology learning options and online tutoring augmented by NetTutor, a nearly 24/7 online tutoring service.

Technology and Health Division has two major student support centers, Technical Education Resource Center (TERC) and Health Careers Resource Center (HCRC). TERC is a unique example: Technical Education Resource Center (TERC): Currently TERC provides tutoring services fully online weekdays, both day and evening hours. Monday through Thursday from 8:00 am to 7:00 pm, and on Fridays from 8:00 am to 6:00 pm. If in Fall or Summer of 2021 full-return to campus becomes an option, the division will simply hold those hours on campus. Offering both online and face to face tutoring is quite possible and does not impose any significant scheduling challenge.