

College Forum: Preparing for Fall 2021

February 5, 2021

**Kevin G. Walthers, Ph.D.
Superintendent/President**

College Forum Goals

I. MISSION, VISION, and VALUES

Mission Statement

Allan Hancock College fosters an educational culture that values equity and diversity and engages students in an inclusive learning environment. We offer pathways that encourage our student population to achieve personal, career, and academic goals through coursework leading to skills building, certificates, associate degrees, and transfer.

Vision Statement

Allan Hancock College makes the following commitments to our students, our community and each other:

- We will change the odds for students by continuing to provide quality instruction while improving time to completion.
- We will work to build inclusive communities that promote trust and social justice. Allan Hancock College is committed to equity and diversity by ensuring our actions are based on an awareness of the social and historical context of inclusionary practices.
- We will work to address student financial challenges, including food and housing insecurities.
- We will prepare our students emotionally, physically, and intellectually to pursue fulfilling careers that foster economic mobility.
- We will provide an educational culture that values, nurtures, connects, and engages students.
- We will provide opportunities that enhance student learning and promote the creative, intellectual, cultural, and economic vitality of our diverse community.
- We will partner with the community to offer relevant and timely programs and services.
- We will ensure a positive community presence by responding to community needs, including outreach to nontraditional students.
- We will strive to ensure fiscal integrity and responsible management of resources.

Shared Values

Student Success	Lifelong Learning	Equity	Shared Governance
Diversity	Excellence	Academic Freedom	Collaboration
Innovation	Inclusivity	Mutual Respect	

- Discuss the impact of the pandemic on student success – both at AHC and nationally
- Recognize challenges for faculty and staff in serving students remotely
- Propose a framework for building the Fall 2021 class schedule

Enrollment Statistics Fall 2020

AHC Enrollment - October 5, 2020

FTES	Credit	Non Credit	Total
Fall 2019	3,799	469	4,268
Fall 2020	3,272	131	3,403
Difference	(527)	(338)	(865)
% Difference	-13.87%	-72.07%	-20.27%

Enrollment Statistics Spring 2021

AHC Enrollment - January 25, 2021

FTES	Credit	Non Credit	Total
Spring 2020	3,473	210	3,683
Spring 2021	2,940	93	3,033
Difference	(533)	(117)	(650)
% Difference	-15.35%	-55.71%	-17.65%



By
Lawrence
Lanahan, The
Hochinger
Report

'It's just too much': Why some students are abandoning community colleges

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“

The decline in first-time enrollment at community colleges was a staggering 21 percent – with Black, Hispanic and Native American first-year students recording even steeper drops, between 28 and 29 percent.

Source:
www.pbs.org/newshour/education/its-just-too-much-why-some-students-are-abandoning-community-colleges

HIGHER EDUCATION

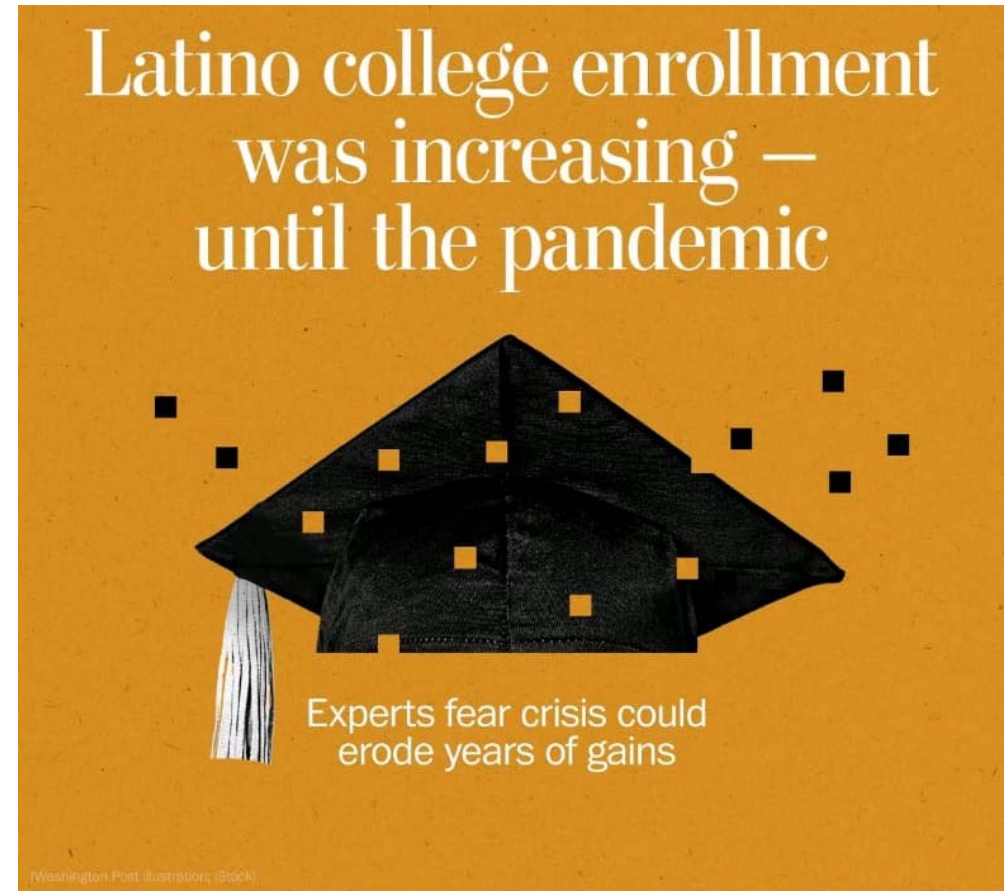
Number of rural students planning on going to college plummets

Trend threatens rural economies, widens their drift from cities and suburbs

by JON MARCUS December 18, 2020



The Washington Post
Democracy Dies in Darkness



Source: <https://www.washingtonpost.com/education/2021/01/31/latino-college-enrollment-pandemic/>

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#Admissions Insider

Print 

'Alarm Bells' on First-Generation, Low-Income Applicants

Common App shows overall application increase, but the gains are for larger and more competitive colleges. SUNY applications fall by 20 percent.

By [Scott Jaschik](#) // January 26, 2021



NSC Report: High School Class of 2020 Shows Catastrophic Enrollment Declines

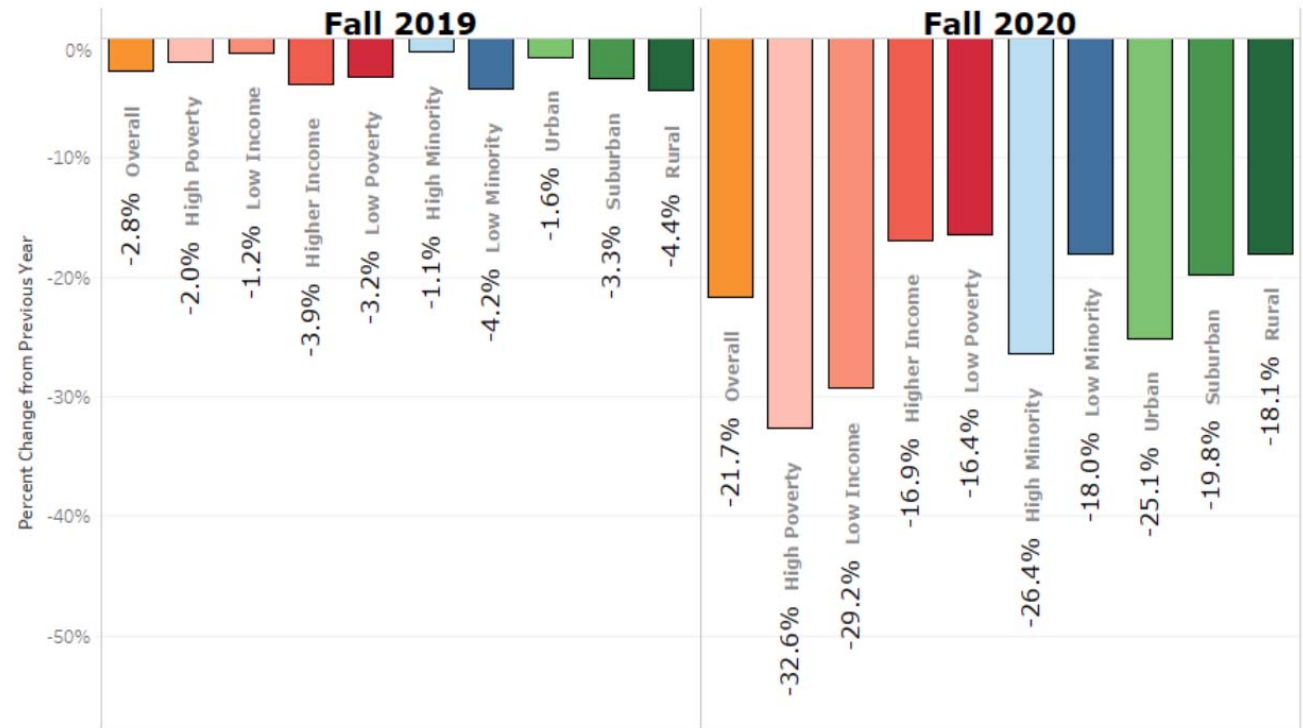
Wednesday, December 9, 2020

Posted by: Bill DeBaun, Director of Data and Evaluation

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Changes in Number of Students Enrolling in College After High School by High School Characteristics



Source: www.ncan.org/news/news.asp?id=542655

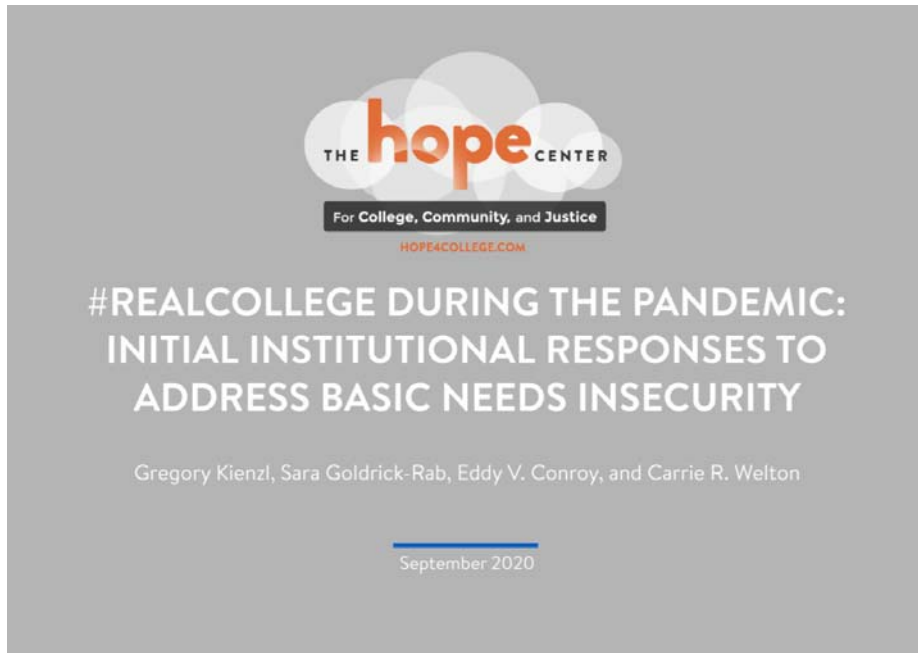
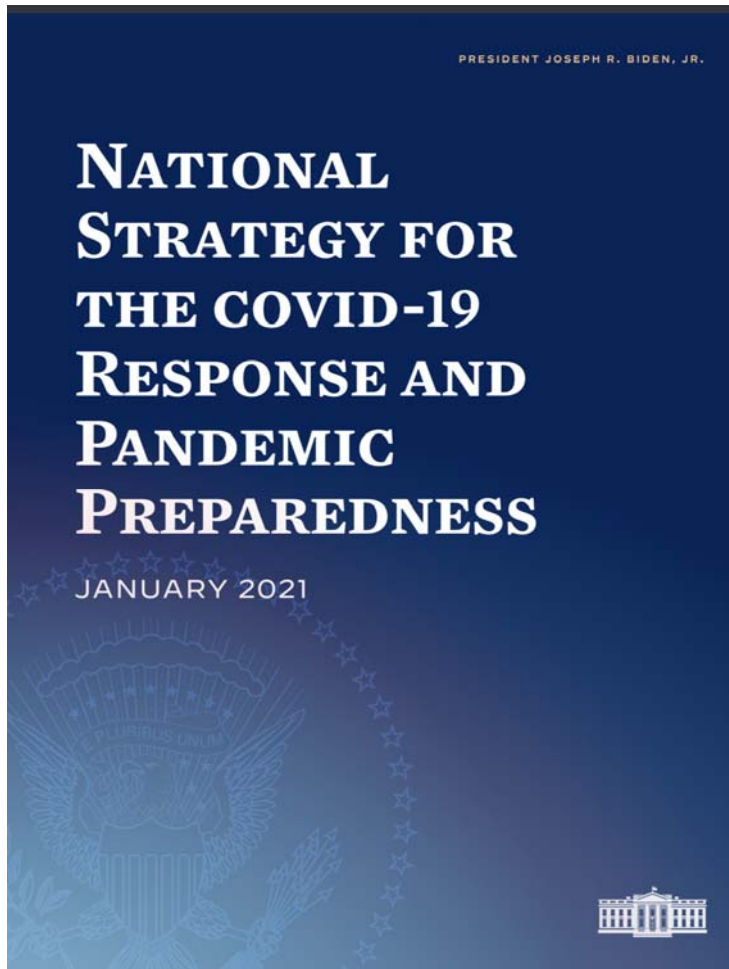


TABLE 1 | Estimated Percentage of Students Affected By Basic Needs Insecurity During the Pandemic, By College Type

	Overall	Type of Institution		
		Public two-year (%)	Public four-year (%)	Private four-year (%)
Affected by food insecurity				
Lowest quintile	19	8	26	27
Low-middle quintile	38	42	33	36
Middle quintile	26	25	30	18
Middle-high quintile	12	15	7	14
Highest quintile	6	8	4	5
Total average	23	25	21	22
Affected by housing insecurity				
Lowest quintile	31	19	40	36
Low-middle quintile	33	31	33	36
Middle quintile	18	22	18	9
Middle-high quintile	13	21	5	14
Highest quintile	5	7	4	5
Total average	24	29	20	20
Affected by homelessness				
Lowest quintile	74	62	86	73
Low-middle quintile	18	24	11	18
Middle quintile	4	7	0	5
Middle-high quintile	4	5	4	0
Highest quintile	1	2	0	5
Total average	18	19	18	16

Source: <https://hope4college.com/wp-content/uploads/2020/09/COVIDInstitutionSurvey.pdf>



Support equitable reopening in higher education.

College enrollment for high school graduates was down more than 20% in 2020 compared to 2019, and students from low-income families were nearly twice as likely to report canceling their plans to attend college. Reopening and keeping colleges open is critical to ensuring that all Americans have a shot at a college credential — but it must be done safely, to protect the health of students, faculty, staff, and the broader community. To support colleges through the pandemic, President Biden has requested that Congress provide an additional \$35 billion in emergency stabilization funds for higher education.

- Support regular COVID-19 testing for under-resourced colleges and universities.
- Provide clear guidance on safe college operations.
- Work with colleges and universities to conduct outreach to students and staff on vaccination.

Source:

<https://www.whitehouse.gov/wp-content/uploads/2021/01/National-Strategy-for-the-COVID-19-Response-and-Pandemic-Preparedness.pdf>

Biden Orders Up More COVID Guidance for Colleges



President orders creation of more detailed guidance for colleges, with evidence-based recommendations "on how and when to open."

By Elizabeth Redden // January 22, 2021



ALEX WONG/GETTY IMAGES NEWS/GETTY IMAGES

President Biden spoke Thursday about a new strategy for combating COVID-19.

Reopening and keeping colleges open is critical to ensuring that all Americans have a shot at a college credential -- but it must be done safely, to protect the health of students, faculty, staff, and the broader community.

--President Joe Biden

Source:
www.insidehighered.com/news/2021/01/22/biden-orders-more-guidance-college-reopening-decisions

CALIFORNIA

Cal State announces plans for fall 2021 reopening of its 23 campuses



CSU officials hope potential students will be encouraged to apply now for in-person instruction beginning in August. (For The Times)

CORONAVIRUS AND PANDEMIC >

Who goes first? Oregon vaccine rollout forces stark moral choices

When's your turn? L.A. County residents can check COVID-19 vaccine eligibility through state site

What the changes in the California COVID-19 vaccine priority list mean for you

Can Kim Jong Un's economic ambitions survive the COVID-19 pandemic?

Tracking ICU capacity in California

Cases statewide »



News // Bay Area & State

UC campuses to welcome back students for in-person learning in fall 2021



Amy Graff, SFGATE

Jan. 12, 2021 | Updated: Jan. 12, 2021 11:10 a.m.



Students are expected to return for on-campus learning at UC Berkeley in fall 2021. Katie Dowd/SFGATE

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Source:
www.latimes.com/california/story/2020-12-09/cal-state-announces-return-to-in-person-instruction-in-fall-2021
https://www.sfgate.com/bayarea/article/UC-CSU-in-person-learning-return-California-15864815.php



Support the mental health and well-being of students, faculty, and staff during COVID-19

Expert Insight

Support the mental health and well-being of students, faculty, and staff during COVID-19



By Alyssa Buccella

March 20, 2020 · 2 min read

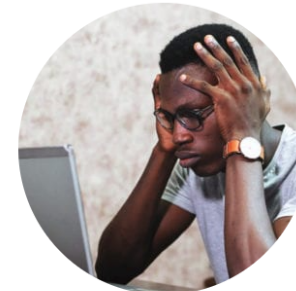


Regardless of current proximity to an outbreak, fear and stress resulting from COVID-19 can be overwhelming as students, faculty, and staff face tremendous uncertainty, disruption from familiar routines, and unexpectedly disengaging from communities of social support.

As higher education institutions ask students and staff to rapidly leave campus and move to remote instruction, the impact of campus closures extends well beyond academics.

Higher ed leaders must be attentive to the effects of COVID-19 on the mental health of students and staff and can play a pivotal role in proactively providing resources to support the wellbeing of the school community, both virtually and in person.

Acknowledge how COVID-19 is impacting different groups across campus



Source:

<https://eab.com/insights/expert-insight/student-affairs/support-the-mental-health-and-well-being-of-students-faculty-and-staff-during-covid-19/>

Research and Innovation

Study Finds Risk Factors Linked to COVID-19 Mental Health Impacts for College Students

January 12, 2021 | [Laura Oleniacz](#)



“Mental health was a significant challenge before COVID, and it absolutely exacerbated what students are feeling. If you think about it from a developmental perspective, there are many developmental milestones that this group is experiencing loss around.”

Source:

<https://news.ncsu.edu/2021/01/study-finds-risk-factors-linked-to-covid-19-mental-health-impacts-for-college-students/>

TIME FOR CLASS

COVID-19 EDITION

PART 3: THE IMPACT OF 2020 ON INTRODUCTORY FACULTY AND THEIR STUDENTS

every learner
everywhere



KEY INSIGHTS

Challenges

- Faculty point to significant and persisting concerns about student equity and success – both within their courses and across their institutions
- Faculty report greater challenges teaching in hybrid and highly-flexible formats relative to fully face-to-face or online formats.
- Faculty report spending more time across all areas of instruction, and as a result are exhausted; courseware is showing promise in reducing time on certain time-intensive tasks.

Opportunities

- The increased exposure to digital learning practices and tools has positively altered faculty perception of online learning and has prompted enduring changes to teaching and learning.
- Faculty continue to report that engaging students is their top instructional priority, followed by providing timely feedback, increasing student collaboration, and grading.
- Institutions are ramping up professional development to support faculty, but it is not entirely effective.
- Digital learning infrastructure matters and is harder for smaller and more resource-constrained institutions to invest in.

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Questions Already Asked

- **What about proven models for ERT that work?**
 - *Faculty who proven models that increase student success should work with their chair, dean and vice president to consider how it may fit into the fall schedule.*
- **What is the absolute last day we can revert back to ERT?**
 - *There is plenty of time to reconsider – in Spring 2020 we switched in one week! As we approach Fall 2021, it seems reasonable that we could revert to ERT as late as July if circumstances warrant.*
- **Will we reduce the number of students in class? What about cleaning classrooms?**
 - *We will continue to review classroom capacity – but we will follow the guidance of local and national health experts.*
 - *Our facilities team has been following the guidance of health experts and will continue to do so. Classrooms will be cleaned daily and we expect more guidance to come soon.*

Questions Already Asked

- **When will vaccinations be available for faculty and staff?**
 - *We think that AHC faculty and staff will be eligible by March – but we are waiting new guidance from the state.*
- **Will vaccinations be required for faculty and staff? What about for students?**
 - *We cannot require vaccinations for faculty and staff at this point, nor can we require them for students (even now we don't screen for traditional vaccinations).*
- **How will exceptions be handled?**
 - *Faculty will work with department chairs, deans and their vice president to adjust for specific situations.*
 - *Staff will work with supervisors to make changes to plans.*
- **Where will discussions take place?**
 - *Planning will occur at College Council as a standing item with a special College Council meeting in March or April dedicated to this topic (format TBD).*
 - *Issues related to working conditions will be managed through the normal channels with each bargaining unit.*