| All planning will adjust based on CDC, California State Governor’s “Four Phases”, and CCCCO taskforce recommendations. | | |
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| Option 1: Fully Online with few Exceptions (w/ some re-entry) | Option 2: Begin Online 🡪 Transition to Face-to-face (f2f w/re-entry) | Option 3: Face-to-face (f2f)  NOT RECOMMENDED due to fiscal impact |
| * Continue to train faculty on online teaching and learning * Offer courses through multiple offerings (6 wk., 8 wk., 12 wk. and traditional 16 wk.) through scheduled and non-scheduled virtual environments. See Academic Senate Recommendation below * Offer some courses online with limited scheduled face to face (f2f) times at appropriate moments in the semester for skills assessments, laboratory or practicums with required \*health and safety protocols (Academies, Allied Health, and Nursing) * Include instructional support (tutoring) virtually * Noncredit will offer courses in online environment and correspondence education (self-paced supported learning) Noncredit will offer some courses online with limited scheduled face to face (f2f) times at appropriate moments in the semester for skills assessments, laboratory or practicums with required \*health and safety protocols (Construction Technology and Certified Nursing Assistant) * Student Services will resume virtual services with HIPPA/FERPA compliant applications. Gauge employee willingness to return and prioritize those with greatest ability and desire to return. Phased in return of employees with no more than 30% of workforce at a time and staggered work schedules while continuing to assist students remotely. * Continue staff training of online applications and virtual platforms. * In consultation with HWC and PIO, develop communication plans involving a variety of platforms (websites, social media signage). * Facilities: Review space utilization to identify which classrooms can hold 40 or more students that would allow for limited interactions with physical distancing; in consultation with faculty and staff, review office and workstation layouts to accommodate physical distancing between workstations and student areas; identify allowable occupancy in order to control workflow. * Staff: review office space utilization to determine appropriate physical distancing requirements that may lead to staggered scheduling. | * Continue to train faculty on online teaching and learning * Offer courses through multiple offerings (6 wk., 8 wk., 12 wk. and traditional 16 wk.) with late start courses that require f2f presence and/or to provide alternative learning environment for students who prefer f2f over online environment (general ed. courses). See Academic Senate Recommendation below * Offer courses that cannot start and end in an online environment as a late start session or provide option to schedule required f2f presence at end of semester with required \*health and safety protocols (Academies, Allied Health, Nursing, hands-on career technical and science courses) * Include instructional support (tutoring) virtually * Noncredit will offer courses in online environment and correspondence education (self-paced supported learning) and transition by adding new f2f courses of “same type” of courses in both modalities (online and f2f) * Student Services will offer a phased in return of employees with no more than 50% of workforce at a time and staggered work schedules. We will enter a hybrid mode of services with prioritization of in-person services and continuance of virtual support services. Strengthen infrastructure and resources for the return of Health and Wellness Center personnel. * Facilities: Review space utilization to identify which classrooms that can hold 40 or more students that would allow for limited interactions with physical distancing; maintain at least 6 feet between workstations, waiting rooms and student computer areas; identify allowable occupancy in order to control workflow in an effort to establish maximum attendance. Review Student Service faculty offices to accommodate appropriate physical distancing. * Staff: review office space utilization to determine appropriate physical distancing requirements that may lead to staggered scheduling. | * For credit and noncredit: Offer courses through multiple offerings (6 wk., 8 wk., 12 wk. and traditional 16 wk.) and through multiple modalities (online, hybrid and f2f). See Academic Senate Recommendation below * Adjust ALL course section capacities to meet the required health and safety protocols within classrooms. This would reduce our ability to produce our FTES by more than half * Establish criteria on how students who are enrolled will be dropped or transferred to additional sections due to limited course capacities as a result of \*health and safety protocols * Add more sections of short-term courses to maximize enrollment and facility use due to limited capacity as a result of health and safety protocols * Hire more full time and part time faculty to staff additional course sections added to meet student demand and facility limitations * Student Services will resume campus operations in alignment with public health considerations and physical distancing principles; maintain allowable occupancy and workflow protocols; implement student appointment scheduling procedures for offices with greater demand; and continue to utilize virtual services during peak hours to minimize influx of in-person student contact while continuing to provide timely support services. * Facilities: Review space utilization to identify which classrooms that can hold 40 or more students that would allow for limited interactions with physical distancing * Staff: review office space utilization to determine appropriate physical distancing requirements that may lead to staggered scheduling. |
| Continue to provide support services to eliminate any potential inequities or challenges to access and develop additional interventions:   * Continue – Digital Don Laptop loaner program * Continue – Bus pass program with OCTA * Continue – Don’s Corner Drive Up Food Distribution * Continue - Utilize Regroup text, phone, live chat and email messages to communicate to students * Continue - Collect data through student and staff surveys or forums for ongoing improvements * Continue - Communicate the availability of student support centers such as Outreach, Student Help Desk, Tutoring and other support services to all students including dual enrolled students * Continue – Continue to provide one-on-one support through specialized programs such as Counseling, DSPS, EOPS, Guardian Scholars, Veterans, TRiO and Upward Bound * Continue – Utilize virtual venues to strengthen student engagement and club support through Student Life and ASG * Continue - Designated telephone number for students to seek support and assistance with access, technology and software (noncredit) * Continue - Outreach to the community through direct U.S. mail (noncredit) * Continue – Coordinate with SAUSD (MCHS) and GGUSD on dual enrollment * NEW - In collaboration with faculty, develop phone banking system for staff to follow up with personal phone calls to any student who is a “no-show” prior to dropping students * Continue - Communicate directly with students about resources available for students with financial ~~or mental health~~ hardships/basic needs (CARES, Financial Aid, Foundation, Scholarships) * Continue – Identification of resources for students with learning disabilities or difficulties with remote learning platforms. * Continue – Utilize telehealth visits and provide students with telemedicine, telemental health or telephone consults when appropriate. * Continue – In collaboration with ASG and Health and Wellness center, increase “Ask a Doctor” virtual sessions and mental health online workshops. * New – Update Health and Wellness triage protocols, screening forms and patient check-in procedures. | | |
| Note: For each option we will need to assess required staffing needs, working conditions and health and safety protocols.  As of 05/10/2020 we have 3,148 enrolled credit for the fall semester. All students will need to be informed of our plan.  \* Health and Safety Protocols attached (Student Health Survey, Student Campus Access Agreement, Sanitation Protocols, Program Plan) | | |

Input from Santa Ana Academic Senate:

RSCCD Emergency Instruction Plan: Protocols for Re-entry

Revised: 4:50pm on 7 May 2020

The following shall be used to determine how courses shall be offered during a re-entry period:

1. All full-term courses shall start and stay in a remote format except for classes which a College Emergency Instruction Plan[[1]](#footnote-1) approved in collegial consultation between a College and its Academic Senate identifies a protocol for exceptions and, before the class begins, affected students are notified of the exception.
2. A College Emergency Instruction Plan should address scenarios of partial-term (e.g. 8 week) classes that start at the beginning of the semester and later in the semester with consideration for the following.
   1. Guidance from the California Governor’s Office, the CCCCO, CDC and OC Health
   2. Equity and digital-divide
   3. Individual course needs as identified by the department chair and faculty in the relevant discipline
3. Each College of the RSCCD may develop a College Emergency Instruction Plan as defined below.

Definitions:

1. **College Emergency Instruction Plan**: A plan approved by a college in the RSCCD in collegial consultation with its Academic Senate which includes protocols for re-entry following an emergency which has involved remote instruction. Such plans should address notifying affected students of relevant protocols and exceptions.
2. **Classes offered during a re-entry period**: Classes which are open for enrollment during an emergency which involves remote instruction

1. “The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.” [ACCJC Standard](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf) IV.C.12

   “The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.” [ACCJC Standard](https://accjc.org/wp-content/uploads/Accreditation-Standards_-Adopted-June-2014.pdf) IV.D.4 [↑](#footnote-ref-1)