

**St. Petersburg College  
Instructional Continuity Plan – COVID-19  
April 9, 2020**



**St. Petersburg College Mission Statement:**

Promote student success and enrich our communities through education, career development, and self-discovery.

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# St. Petersburg College

## Instructional Continuity Plan

### Pandemic Preparedness Procedures

In the event that a pandemic or other local health crisis causes government officials to recommend that educational institutions cease in-person operations, disrupting the delivery of classes on campus for an extended period of time, SPC has planned ways instructional operations can continue following such an emergency. (Information below in blue represents response examples from the recent COVID-19 pandemic.)

#### 1. Ensuring Faculty Preparedness:

- a. Immediate focus – Faculty should prepare as part of their annual plan or onboarding plan by completing *Faculty Certification for MyCourses*, if they have not already done so. This will ensure all faculty are prepared to use the learning management system for continuation of learning activities. In addition, faculty have the opportunity to take the *MyCourses Teaching an Online Course* to support best practices of online teaching and student learning.
- b. Ongoing Professional Development – The Center for Teaching and Learning (CETL) in conjunction with Online Learning Services (OLS) will provide immediate and ongoing professional development opportunities made available through video conferencing platforms and recorded for future use (Skype, Zoom, Teams) to support different aspects of the move to online learning experience for our faculty/adjuncts.
  - i. **Online webinar support** – the Academic Technology team will provide online webinar support in conjunction with Online Learning Services and Online Student Services.
  - ii. **Examples of current support:** This has included twice weekly webinars through our Learn Forward & Keep Teaching forum, individualized assistance with course transitions and daily emails with resources, event information, and suggestions. Professional development webinars evolved from “five things you can do to convert your on-campus class to online,” to more specialized online workshops on: effectively integrating Zoom as a teaching and learning strategy; assessment of learning online; engagement practices; and recording and captioning Zoom lectures for later student use. The CETL team has also been supporting the webinar events by captioning them so that they are posted for faculty to view approximately 24 hours after the live event. CETL has also supported efforts to provide mental wellness resources to all SPC employees and students through the Titans Care Tips Webinars that are happening on Thursday mornings.
- c. Faculty Continuity Plan – All faculty and Deans should work together to identify a peer that could take over their course should that faculty member fall ill and be unable to continue teaching. Deans will be responsible for having these lists created and work with the Academic Technology team to ensure the support faculty has access to the MyCourses course if necessary.

2. **Online Test Proctoring:** With the unavailability of College facilities, the College will rely on a variety of technological resources to ensure that SPC students have the best experience possible as they continue their academic journeys, including alternatives to in-person proctored testing. Due to nationwide travel restrictions and social distancing protocols, most testing centers may be closed or no longer accepting appointments. Thus, instructors should use a variety of assessment strategies in their courses, and one of those may be online proctored testing.

Honorlock, an online proctoring service, will be offered at no cost to all SPC students, local or remote, and provides a way of assessing students remotely. Student exam sessions are recorded and flagged for review when potential academic misconduct is detected. The Honorlock service will be available in MyCourses to all faculty. The basic service includes identity verification, browser lockdown, and many other features. Additionally, an identified group of courses will also be able to leverage the live proctor pop-in feature. With this feature, a live proctor will “pop in” during a session if the student triggers the automated system with suspicious activity.

Additional **professional development** will be provided to support use of this new platform, along with addressing alternatives to online proctored testing, such as MyCourses testing mechanisms, formative assessment practices, and alternative methods to show course outcome competence.

**Resources** have been created to support Honorlock will be found within the faculty resources page of MyCourses:

1. [Video recording](#) of trainings
2. Faculty tutorial links
3. Student tutorial links
4. Privacy Concern links

### 3. Transitioning Course Content:

- a. Blended courses: faculty may add online instructional activities to substitute for missed in-class activities. In addition, faculty may utilize the Live Online option of holding synchronous class times via available video conferencing tools.
- b. For courses taught in the classroom: faculty will facilitate instruction online. For substitution with online instruction, each dean will provide to their faculty information on which of the following options may be used:
  - i. If a Standard Course is available, faculty can be enrolled in the standard course master, to allow them the option to pull online instructional activities into their existing sections.
  - ii. If a Standard Course is not available, but a fully-online version of the course is currently taught, the dean will identify the course to serve as the temporary Standard Course, a copy of the course will be made and all faculty who teach the course in the face-to-face modality will be enrolled to allow them the option to pull instructional activities into their sections.
  - iii. If an online version of the course is not available, faculty teaching the same course may convene to develop online materials that provide acceptable alternatives to in-class

instruction and activities.

- iv. Live Online alternative – faculty, who prefer to maintain the course time/day meeting schedule of their face-to-face courses, may consider using the Live Online modality and host their course synchronously using available video conferencing tools.
- c. If a course cannot be completed via online delivery (clinical, art classes, studio music, labs, etc.) an email will be sent to all students enrolled in the course via MyCourses stating:

*In the event that a health crisis causes closure of St. Petersburg College facilities, you may not be provided the opportunity to complete your work online due to the hands-on requirements of this course. Your faculty member will notify you if there are options for completing this course work at an alternate location.*

Four issues may need to be addressed for particular courses:

- i. **Programmatic Accreditation** – Those programs that have programmatic accreditation must wait to hear from their accrediting body for direction regarding any leniency towards regulations regarding the pandemic. *For example, during the recent pandemic, the College of Nursing recently received approval to utilize simulation at a 100% rate.*
  - ii. **Practical / Hands-on Requirements** – Those programs that have courses that require face-to-face practical assessment of student learning will need to make decisions how to best help students complete their courses on a course by course basis. Some possibilities may include front-loading course syllabi to include didactic material in hopes of return to campus prior to the end of term, allowing students to receive an ‘Incomplete’ grade and fulfill the practical requirements in subsequent terms should the College reopen.
  - iii. **Lab / Creative Arts Courses** – Those courses that require materials or tools in order for students to complete course learning outcomes will need to make decisions how to best help students complete their courses on a course by course basis. The options identified in the Practical / Hands-on section apply. In addition, faculty can create “material kits” that are provided to students individually (should it be deemed safe to make the hand-off).
  - iv. **Use of Virtual Labs** – If a course can identify an option for use of a virtual lab or simulation, the faculty member can transition to its use. Funding for new usage should be directed to the Perkins Grant coordinator if the course is a CTE course, or to the Foundation.
- d. Practicum, clinicals and internships will be suspended until partner organizations are open.
  - e. Course Notations – Courses transitioned to represent Live Online will be identified by a symbol with detailed information related to content delivery and course expectations.
4. **Academic Calendar:** As the situation plays out, it is possible that changes to the academic calendar may be necessary to best support student access and success. In order to make these decisions, Academic Affairs, Deans, Provosts, and Student Affairs will work together to determine changes

that will best suit the situation. All academic calendar changes must be reported to SACSCOC per their guidelines. Areas that have been considered during the recent pandemic by the College included: extended Spring Break, registration dates, delayed course start, student term withdrawal timelines, tuition payment due dates, student attendance/active participation data gathering.

5. **Academic Grading Policies:** In some instances, academic grading policies may need to be reviewed and discussed.
  - a. During the recent pandemic, the College reviewed and determined not to utilize the Pass/Fail grading option as it would have long-term impact upon students who wished to transfer to the University system or eventually enter into graduate school. This decision was supported by the Chancellor of the Florida College System. Instead, the College focused on having departmental discussions on when, where, and how it could best utilize an 'I' or incomplete grade to support student attainment of course learning outcomes during the subsequent semesters.
  - b. The College also revised dates for students to receive a grade of W (student self-withdrawal or staff generated withdrawals) to close to the end of the term. Providing faculty and students much flexibility in submitting and grading assignments.
6. **Faculty Evaluation and End of Course Student Survey (SSI):** Depending upon the timing of pandemic issue, Academic Affairs may hold discussions concerning abbreviating the full-time faculty evaluation tool and the appropriate use of End of Course student surveys of instruction. During the recent pandemic, an abbreviated faculty evaluation focusing on faculty engagement with students and lessons learned over the year, contributions to the College and their program, professional development, and goal setting for the upcoming year was agreed upon. The results of the SSI will be used to learn from but not be a required part of the annual evaluation reflection.
7. **Communication Plans:** Academic Affairs will create communication plans using an identified team within Academic Services to support the following groups: students, faculty, staff, advising, and accessibility. This effort will be focused on ensuring all groups have what they need to be successful during the transition, receive information to enable best decision-making, maintain cohesive communication across departments, and ensure all parties are kept informed throughout the pandemic. During the recent pandemic, some examples of this included: daily Academic Affairs meetings with departmental report out, VP of Academic Affairs faculty Zoom Q/A meetings, faculty and student technology needs, accessibility needs for online course transition with faculty and staff, withdrawn students, ghosted students.
8. **Learning Resources:** Learning Resources staff at St. Petersburg College take a situational approach to normal operations.
  - a. Tutoring Staff - Tutoring staff will move completely online primarily through Tutor.com, which is embedded in all course sections within MyCourses, the College's learning management system. Any staff who have not been trained on Tutor.com will engage in peer-to-peer online training to initiate a greater number of staff to the platform.

During the recent pandemic, the tutoring staff are offering over 1,000 hours a week of availability. Weekly, the tutoring team are picking up 70-75% of all student sessions—there were 635 total sessions during 3/28-4/3/2020—with the remaining going to Tutor.com staff, mostly after 9pm. Tutors are also reaching out to faculty; embedding in courses; and creating and updating guides, instructional materials, and videos for students. Moreover, the tutoring staff are available through a robust appointment system that runs parallel to Tutor.com with more than 100 appointments a week. This system allows students to contact tutors directly and meet with them through Tutor.com’s Meeting Spaces platform or a Zoom room. Online workshops continue to be developed and scheduled.

- b. Librarians - Librarians will provide coverage of Ask A Librarian (AAL), a shared statewide library service for reference and research assistance. During the recent pandemic, Librarians fielded over 100 sessions in the first eight days of being online. By point of comparison, they only had 43 sessions on AAL in the whole of February! Librarians are also providing online research consultations scheduled through the department’s appointment system. Additionally, librarians are developing library orientations, building online workshops, and providing live and recorded question-and-answer sessions through Zoom. What’s more, librarians are creating online student events and programs, cleaning up research and information guides, and updating library policies and procedures.
- c. Library & Administrative Services Staff - Library and administrative services staff will work diligently on answering phone calls and completing important projects. During the recent pandemic, the team was able to delegate main telephone lines over to staff, so they can pick up phone calls from students and patrons. Many library staff are reviewing records and fines, cleaning them up and readying the department for an upcoming system migration from the state. Further, library staff who supervise student workers are checking in on them regularly. Moreover, some library staff have volunteered to contribute to our own department by tutoring computer applications or other subjects, and still others have offered to contribute to other departments through the development of the Help Our Titans (HOT) project.
- d. Learning Resources Leadership Team - The Executive Director of Learning Resources will meet weekly with the all members of the team, divided up among five separate groups: writing specialists, STEM specialists, librarians, library and administrative staff, and the Learning Resources leadership team. The goal is to share opportunities and challenges, to continue the commitment to a culture of care, and to keep learning forward. These regular meetings are held through new channels for Learning Resources created in Microsoft Teams, to promote greater communication. The Associate Directors of Learning Resources also hold weekly meetings with all of their staff members to assess needs and concerns.
- e. Collaboration with Marketing & Partners – Library and tutoring will work with institutional and external partners to ensure the highest level of support is being provided to our students. Because library and tutoring are only as good as the partnerships they keep, Learning Resources has collaborated with Marketing to ensure website information is up to date. Guides for online services to students and faculty were created and added to the Learning Resources website. Additionally, Learning Resources continues to communicate with our partnership libraries to assess needs. What’s more, communications continue to be shared

with deans, provosts, chairs, online learning and services, and advisors regarding services; and feedback is requested about ways the department can develop in the future to meet students' needs.

9. **Academic Technology Support:** The Academic Technology team will work with Academic Affairs and the Deans to provide the appropriate tools to transition to online.
  - a. Video Conferencing Tools – The Academic Technology team will ensure that an appropriate number of licenses are available to support College needs. During the recent pandemic, 1000 licenses were secured to support the College by increasing the current contract with Zoom. In addition Instructional Technology Support will create or provide access to relevant training materials, tutorials, or webinars to assist new users.
  - b. Identifying and Supporting Faculty Needs – In order to support all faculty transitioning face-to-face courses to the online format, a faculty survey will be created to identify if faculty have technology or course revision needs, as well as promote additional communication and support. Support email templates are created based on need and response. Every faculty member will receive coordinated, personal follow up during this initial communication push.
  - c. Identifying and Supporting Student Technology Needs – In order to identify student technology needs (computer, internet, webcam), a survey will be created to capture student needs. The survey will be placed in various locations for student access and results will be funneled through the Help Desk to the appropriate College support personnel to ensure students are contacted and receive the appropriate tools they need. Designated personnel connecting students with technology needs will work closely with AIS, budgeting, and the Foundation to ensure the right technology is available and will meet student needs. Students will sign a lending document when provided the technology.
10. **Accreditation & Governing Bodies:** The College will wait for guidance from accreditors and other governing bodies to adhere to their guidelines during a pandemic.
  - a. Regional Accreditation - The Institutional Effectiveness department will monitor all communications and directives from our regional accreditor, SACSCOC. All academic calendar changes, modality changes, and other required memorandum will be sent per their directions.
  - b. Programmatic Accreditation - Deans will be responsible for sharing communication updates from programmatic accreditors during the daily Academic Affairs meetings. In addition, all programmatic and non-programmatic assessments will be updated with language to identify the pandemic and its impact per SACSCOC recommendation.
  - c. Veteran Students - Students receiving veterans' benefits will have limitations due to the requirement regarding class modality. The College will wait for a determination from the Veterans Administration (VA) to support the transition to online for these students. During the recent pandemic, the VA provided guidance indicating that a course which began the semester face-to-face but moved online as a result of the pandemic would be considered as face to face for this semester. For summer the VA requires that the College certify that the class was converted to online, but was intended originally as a face-to-face class.

**11. Other Affiliated Areas (following current guidelines):**

- a. Collegiate High School (CHS) – Information will be shared with students and families via the website, Remind text messages, and School Messenger email and phone messages. Weekly staff meetings will be held to share student concern, and provide support to the CHS teams. Struggling students and those at risk will be contacted weekly to provide support. Guidance Counselors will offering weekly Zoom meetings to keep students connected and to provide learning and wellness strategies. High Five Fridays, Happy Birthday celebrations, New Student Orientations, and Registration Meetings will be held via Zoom. Finally, one-on-one tutoring, guidance counseling, and academic planning/registration will be offered online or via phone conferencing to students.
- b. Dual Enrollment – moving PERT testing to an online format, determining a student communication plan, and collaborating with Pinellas County Schools guidance counsellors will be necessary.
- c. University Partnership Center – Communication with partners to ensure they are able to transition to the online format, addressing business aspects of the relationship, and sharing resources when available.
- d. International Students – Communication with Study Abroad partners, such as *Education First*, will be needed to facilitate postponing or cancelling of planned trips with refunds or vouchers. In addition, SEVIS must be provided course lists to ensure students can take the online courses, if they allow.

**12. Return to Campus:** Once the College campuses re-open, faculty should attempt to return to instructional normalcy as quickly as possible. A protocol for staged return will be developed taking into consideration need and populations that may have a higher or lower risk factor.

**13. Student Services:**

- a. Advising and Registration – All advising and registration services will be provided online. SPC's case management model will be maintained during this time. The full range of software necessary to support advising will be available. This includes but is not limited to: HubSpot, PeopleSoft, Zoom, Discord, Who's Next, Microsoft Teams, and others. Students will have the option to make phone appointments with advisors through an online calendar as well as complete a survey online to request outreach from Advising. All College webpages, as well as automated responses, email communications, etc. will be updated with information on obtaining virtual services.
- b. Recruitment – Outreach to potential enrollees will take place utilizing email and phone calls and covering all phases of the registration process from inquiry to enrollment and registration. A student-friendly web interface facilitates easy online registration as well as immediate access to advisor and financial aid support personnel if needed. Specialized recruitment events, as well as larger semester/year scheduled events, will be held remotely through a combination of technologies. Recruiters will shift their work from community-based outreach to scheduling 15-minute calls with prospective students to field questions



and promote the benefits of enrolling at the College.

- c. Student Life and Leadership – Activities for students will take place virtually. These will include support for academics (e.g. how to take courses online, how to access tutoring, etc.) as well as a variety of other activities ranging from trivia nights to online caricatures. In addition, there will be webinars and presentations on personal wellness topics such as stress management and dealing with social isolation.
- d. Financial Aid – FAS staff will move quickly from in-person to online interactions, so students can continue to receive excellent customer service. A\$KFA\$, our online student question platform, will still be available to answer specific questions from students and **Ask PETE**, our student services chatbot, will continue to be available to answer general questions 24/7. Our Call Center, eForms, and imaging system are designed to accommodate an online environment. If students have questions about the student loan administrative forbearance, they can contact i3 Group for assistance.
- e. Testing -- Placement testing and proctored exams will be accomplished remotely using virtual exam tools, mainly Honorlock and Zoom. Testing fees will be added to student accounts, as opposed to payment required prior to/at time of testing.
- f. Accessibility -- Outreach to students receiving and requesting accommodations will take place utilizing email, phone calls, and video conferencing. Student records and documents will be received and managed through AIM and People Soft. Communication with faculty will take place primarily through email and phone calls. Accessibility equipment needs will be distributed to students from a central location.
- g. Business Office -- Responses to student requests for assistance in making payments and questions concerning payment due dates, holds due to past debts, residency status, etc., will take place utilizing email, phone calls, and SKYPE. Credit card payments will be processed utilizing Cash Net; drivers license and vehicle registration information required to determine residency will be accessed through DAVID; voter residency information will be accessed through governmental websites; and submitted residency documents and transcripts will be accessed utilizing Image Now. Students will be able to enroll in payment plans online.
- h. Admissions and Records -- Admissions and Records will continue to process in-bound and out-bound hard-copy transcripts. Three employees will work from DO on a limited schedule so that in-bound transcripts may be scanned and evaluated and so that requests for outbound SPC transcripts may be printed and mailed. For degree-seeking designation purposes, students will be able to submit unofficial transcripts with holds for the one to two semesters in order to provide time for official transcripts to arrive. For SAT and ACT scores, students will be able to email their score reports for placement purposes.
- i. Career Services – Staff will provide virtual webinars for students on completing job applications, writing a resume, and interviewing. Electronic tools will be available for students to conduct job searches. Online webinars and presentations will be scheduled using video conferencing technology to help students navigate virtual job searches.
- j. Specialized Student Support Services -- All specialized student support services (supporting

current College students, as well as high school students) such as Women on the Way, Summer of Success, and others, will work with students through online webinars and presentations. In addition, staff members will reach out to students using email, phone, and video conferencing technology. Financial support for students in these programs will continue to be offered through the grants office, the foundation office, and the business office as appropriate.

- k. Other Student Resources – The process for the College’s current Emergency Fund to meet immediate student needs, up to \$500 per student, will continue. The webpage will be updated with additional community resources available to meet students needs during the crisis. Students will be able to receive textbooks via online or phone ordering from the and delivery will be coordinated from the College’s bookstore partners.
- l. Communications and Teams – Effective and efficient communications is the key to remote operation. Student Affairs Leadership, as well as campus-based leadership teams, will meet daily. Daily communications with each supervisor’s direct reports is necessary. Frequent online meetings will take place to ensure that all staff are receiving up-to-date information in an environment in which conditions may be changing quickly. Departments, such as Student Life and Leadership, Career Services, and Special Services will shift from campus-based support to Collegewide coverage to support student needs virtually.

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