



Advancing Global Higher Education

**Enrollment Indicators, Fall Course Delivery,
Fall Calendar and Social Distancing Measure
Plans as of May 20, 2020:**

Results of the AACRAO COVID-19 Impact Snapshot Survey #4

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Introduction

This is the report for the fourth survey deployed to capture a snapshot of the impacts of COVID-19 on higher education. It provides updated data for fall course plans, fall calendar start/end plans, course session plans and undergraduate enrollment indicators. In addition, new data is reported on social distancing measures, tuition plans, and perceptions of preparedness for fall overall.

The survey was open from Thursday May 14 to Tuesday May 19 at noon and received 376 responses in that timeframe (94% from U.S. institutions). Seven respondents were from online-only institutions and were not asked the questions about fall course delivery and social distancing measures. Other institutional characteristics include:

- Control
 - 63% private
 - 37% public
- Type
 - 15% lower division only
 - 19% undergraduate only
 - 57% comprehensive
 - 8% graduate and/or professional
 - 1% other
- Size
 - 70% under 5,000
 - 15% 5,000 to 9,999
 - 14% 10,000+
 - 2% unknown

It is worth noting that summer and fall 2020 enrollment indicators may also be attributed to factors other than the COVID-19 pandemic. Some data from the other three surveys is included in this report for comparison. However, the participating institutions are not matched one for one among the four surveys, so absolute comparisons cannot be made. In other words, results are drawn from four separate samples. Please see the previous three reports for additional data:

- [COVID-19 #3](#): Transfer Credit Evaluation, Official Transcript Receipt & Delivery, Test Score Receipt and Fall Calendar/Sessions Plans
- [COVID-19 #2](#): Undergraduate Enrollment Indicators, Impact on Admissions Practice and Fall Course Delivery
- [COVID-19 #1](#): Impact on Grading, Transcript and Commencement Practices

Key Data

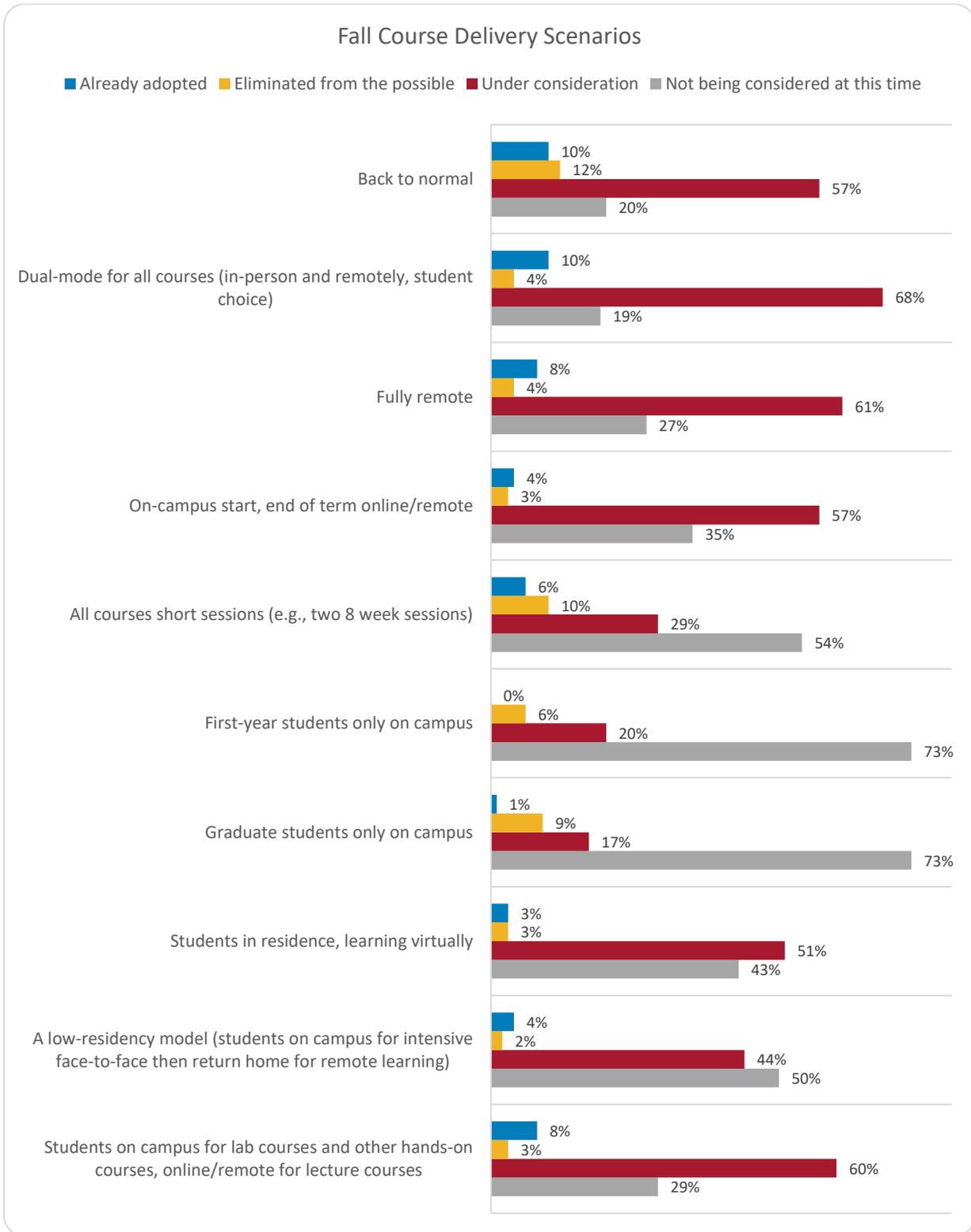
- There is a high degree of uncertainty around fall 2020 plans, which makes it difficult for many to act
 - Some plan to make decisions in the next few weeks
 - Even with this uncertainty, most are feeling “ok” about their institution’s overall level of preparedness for fall 2020
- Compared to April, a slightly higher percentage of institutions report deciding on a fall course delivery scenario, but most remain undecided and many different scenarios are being considered¹ (please see footnote 1)
- Among those not yet confirmed to be fully online for fall 2020, 68% are asking their faculty to be prepared to teach fully online

¹ The participating institutions are not matched one for one among the four surveys so direct comparisons cannot be made

- Except for one respondent, institutions are undecided whether waivers of responsibility for possible COVID-19 infections will be implemented, and they are on the fence about whether that is likely to happen or not
- About 1 in 5 institutions have social distancing measures already in place for fall 2020
- 14% are considering a change in tuition for fall 2020 in response to COVID-19
- Undergraduate new student enrollment indicators look less bleak for summer and somewhat worse for some indicators for fall than the sample in early April¹
- Graduate and/or professional new student enrollment indicators show less of a decline than undergraduate new student enrollment indicators
- The number of institutions considering various changes to the fall calendar and class session start and end times has increased since asked in mid-April¹

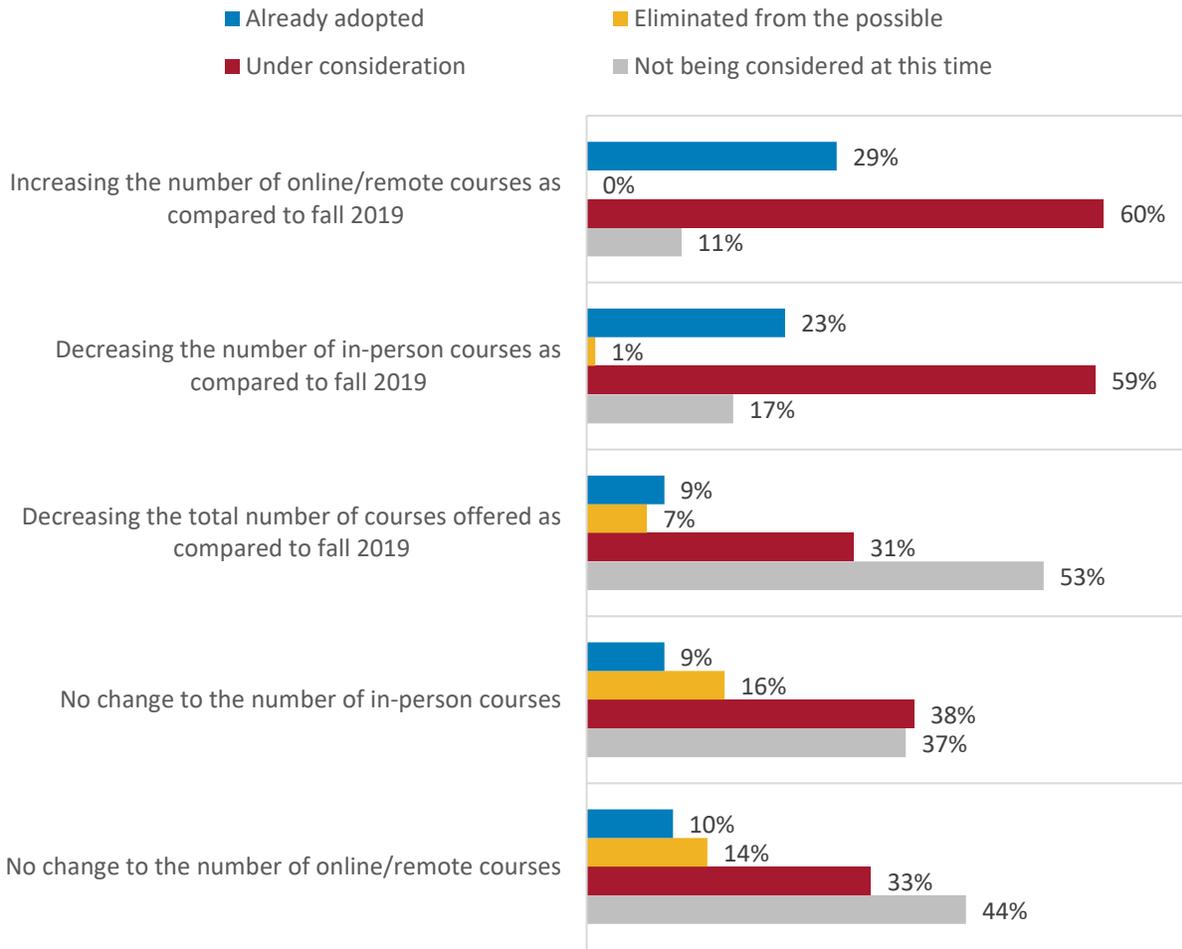
As always, we are grateful to our members for taking the time to respond to this survey during unprecedented institutional change. Due to the short turnaround time between data collection and release of the report, the data are necessarily reported in the aggregate. Free text response data is included as it was submitted by participants; it has not been edited and is for informational purposes only. The data may be disaggregated by institution size, type, and control upon request. If you have any questions, please contact Wendy Kilgore, AACRAO Director of Research, at wendyk@aacrao.org.

Fall Course Delivery and Course Offering Options



See appendix A for other course delivery scenarios under consideration.

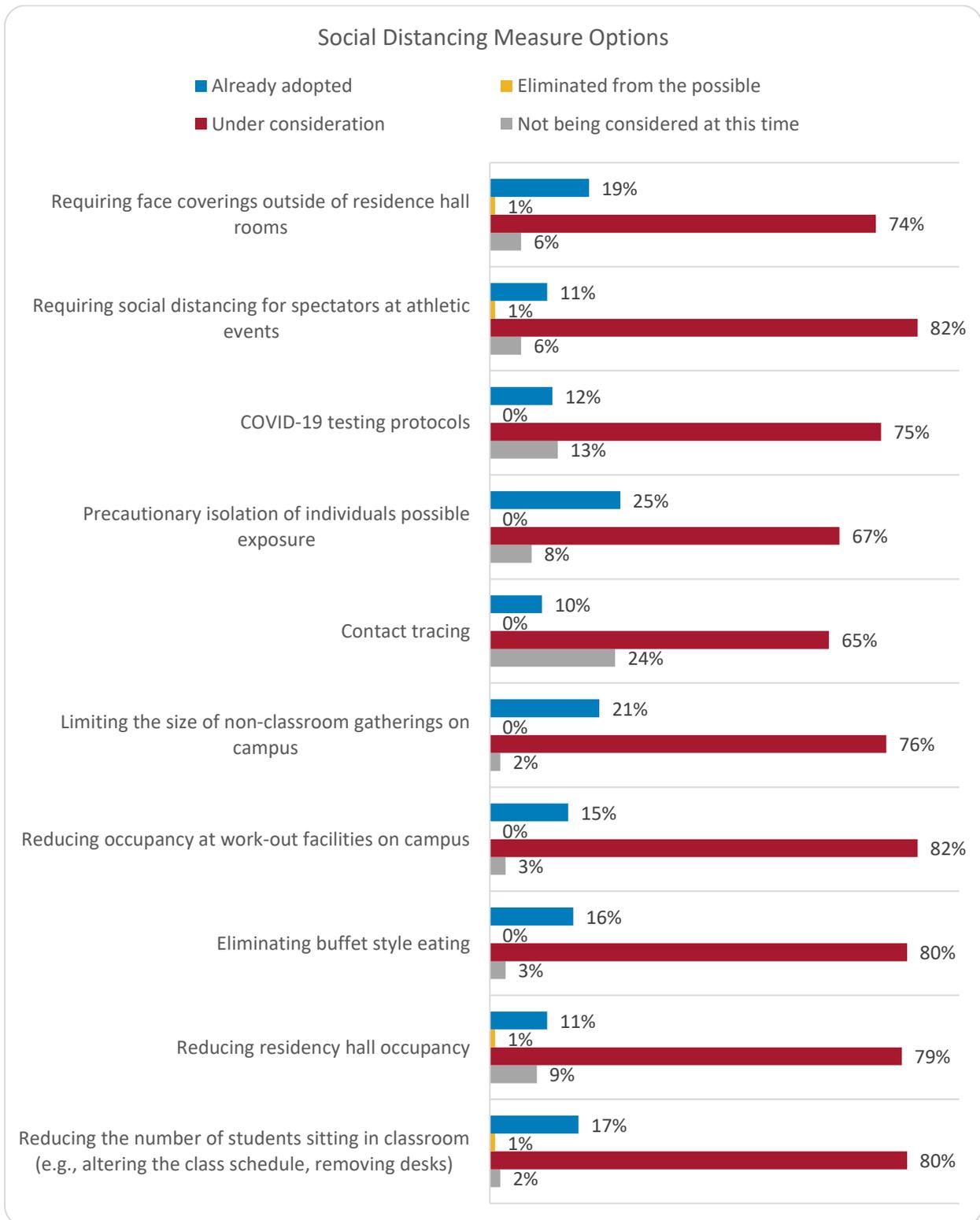
Fall Course Offering Options*



* “Eliminated from the possible” added as a response choice since the April 15th survey

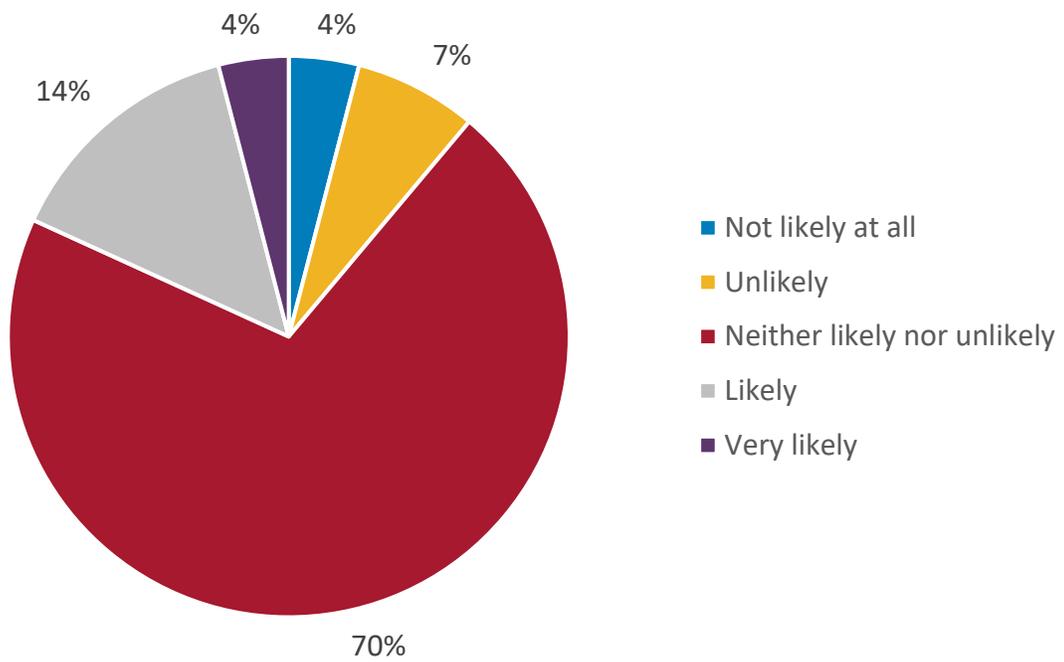
See appendix B for other course offering options under consideration.

Social Distancing Measures and Waiver of Responsibility



See appendix C for additional social distancing measure options.

Likelihood of Implementing a COVID-19 Infection Waiver of Responsibility*



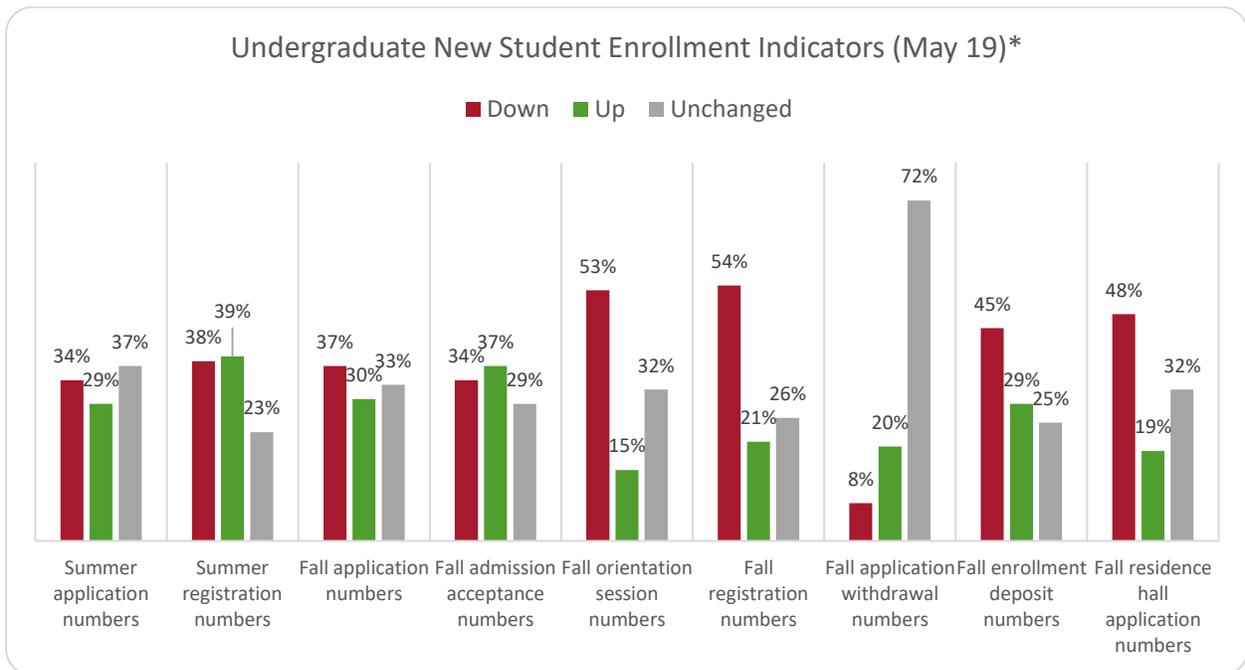
* One institution selected "This decision has already been made and we WILL do so" and none selected "This decision has already been made and we will NOT do so."

Tuition Changes

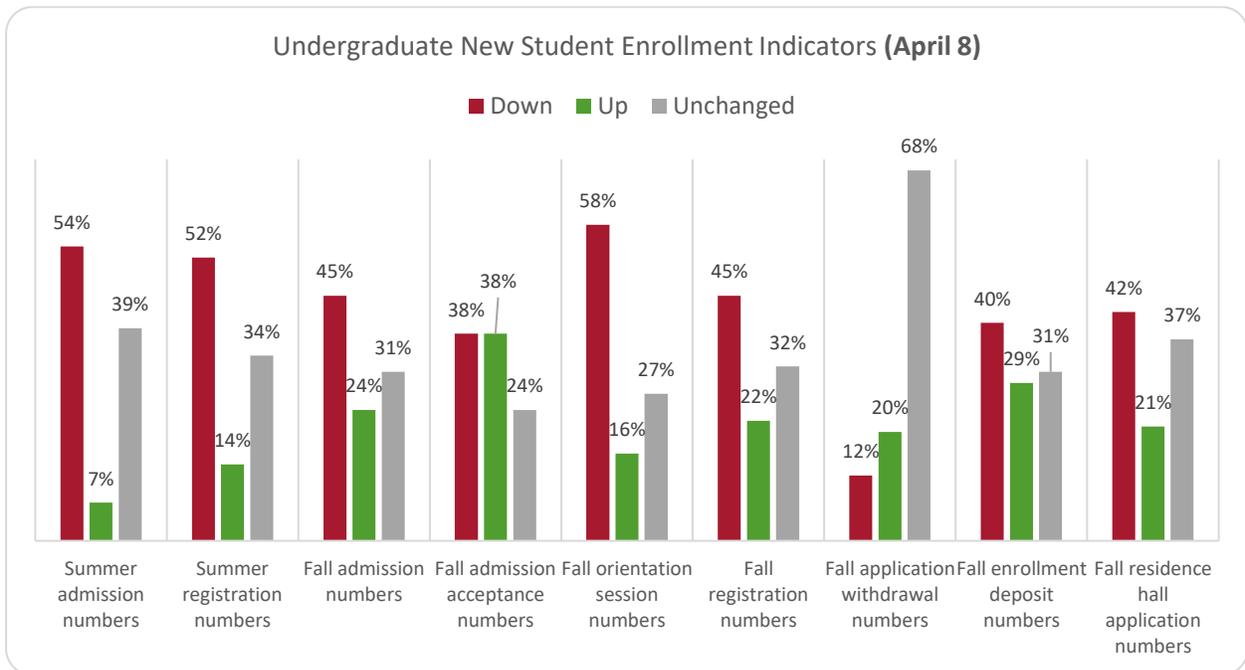
As noted in the key data, 14% are considering tuition changes in response to COVID-19.

Tuition Changes Under Consideration in Response to COVID-19 (n=32) (unedited data)
\$5 per credit hour increase in tuition
4-year tuition freeze for all students admitted in 20-21
5% increase
Additional fee structure for identified students taking classes fully online who do not have access to come to campus and benefit from various on-campus resources.
Go back to 19-20 amounts. Summer 2020 discounts offered to continuing students.
In state tuition
Keep Spring 2020 tuition costs
Keeping tuition the same as Fall 2019, cancelling our planned increase.
Lowering or eliminating certain fees
Multitude of options; still in the discovery phase of our considerations
No increase for 2020-21 AY
No increase in tuition or fees
No increase to tuition and/or possibly a tiered tuition plan.
No out of state tuition charges.
No tuition increase (not decided yet)
No tuition increase for Academic year 2020-21
No tuition increase, possible reduction of fees
No tuition increase.
Not increasing for current students but new students pay the tuition that the Board approved for fall 2020.
Not raising as planned
Possible discount for students who are online only
Price reduction if students are not able to be on campus.
Reduction if go totally remote. Refund of deposits for students who choose not to come if we go totally remote.
Significantly increased tuition discounting for first-year students for the fall semester
Tuition has already been frozen, and we are considering which fees to reduce or waive.
We are considering reducing tuition
We eliminated the approved increase we were planning.

Undergraduate Enrollment Indicators²



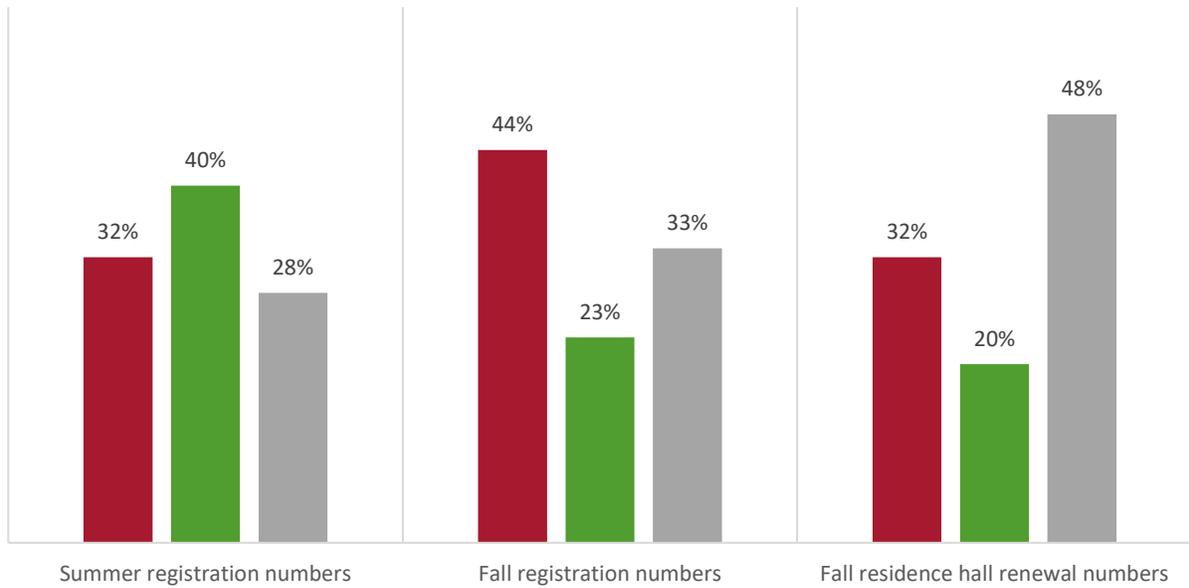
*based on feedback on the April survey, “admission” was replaced by “application”



² The participating institutions are not matched one for one among the four surveys so direct comparisons cannot be made

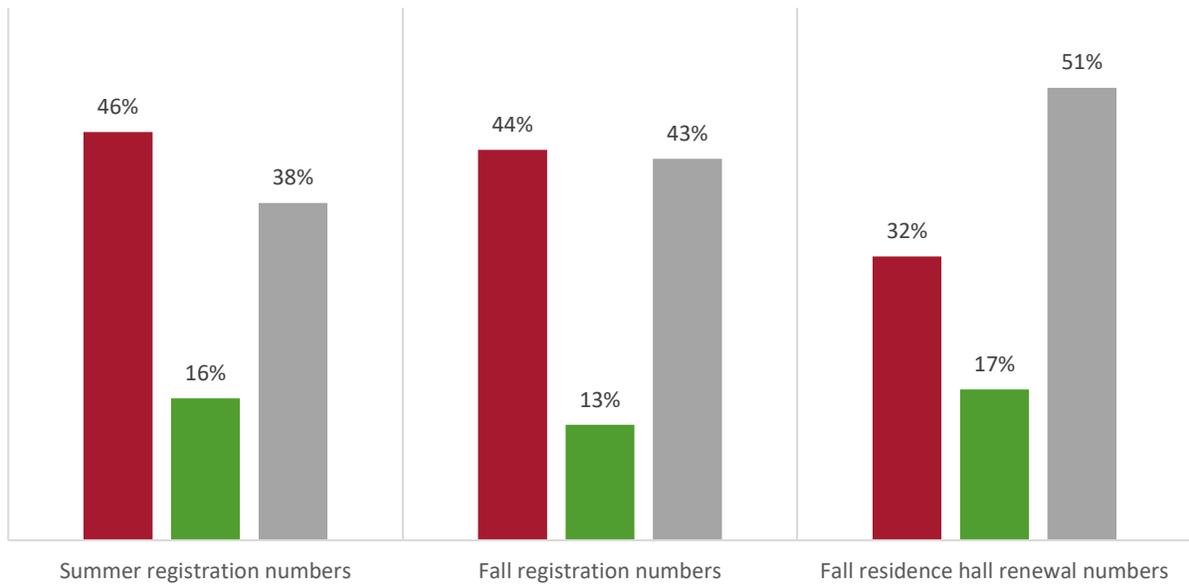
Undergraduate Continuing Student Enrollment Indicators (May 19)

Down Up Unchanged



Undergraduate Continuing Student Enrollment Indicators (April 8)

Down Up Unchanged



Undergraduate Transfer Student Enrollment Indicators (May 19)

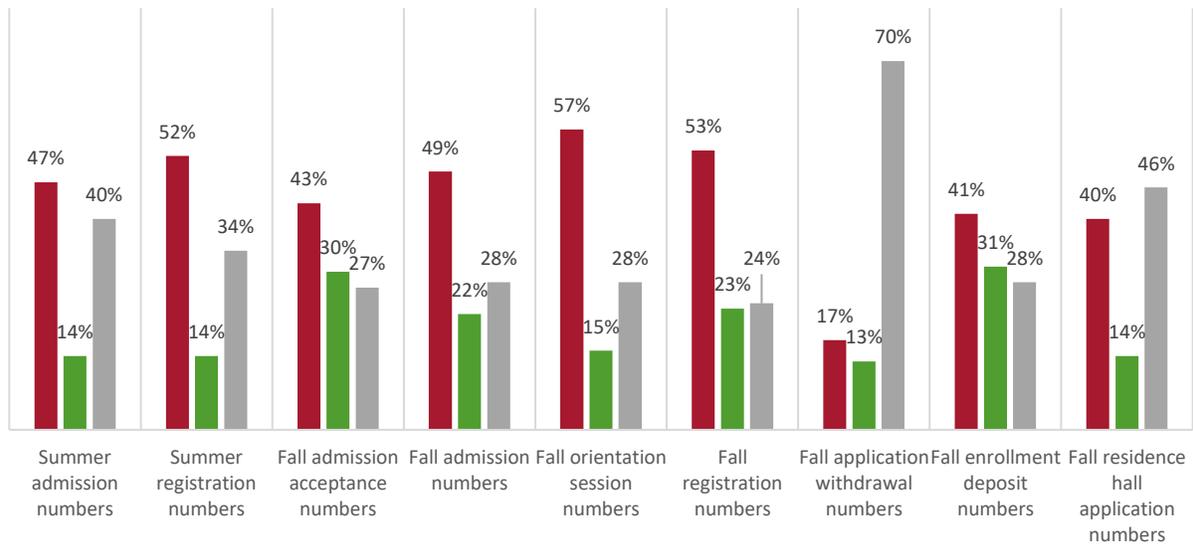
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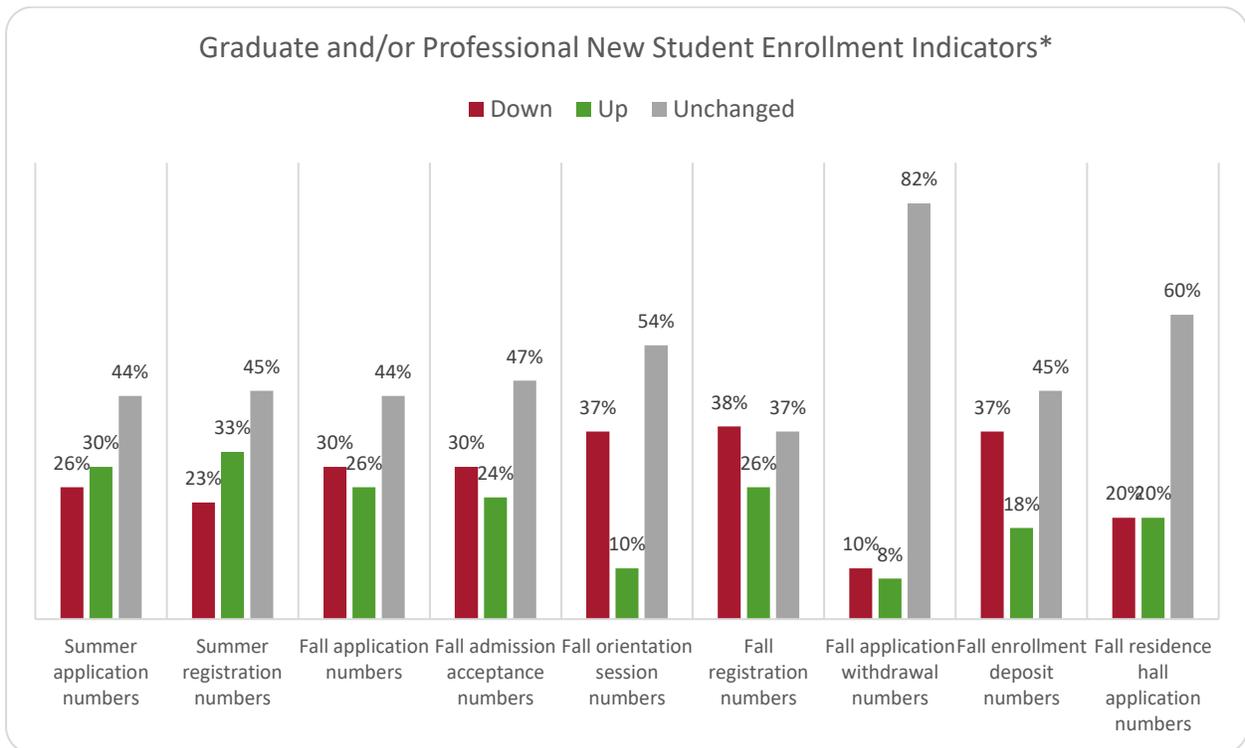
*based on feedback on the April survey, “admission” was replaced by “application”

Undergraduate Transfer Student Enrollment Indicators (April 8)

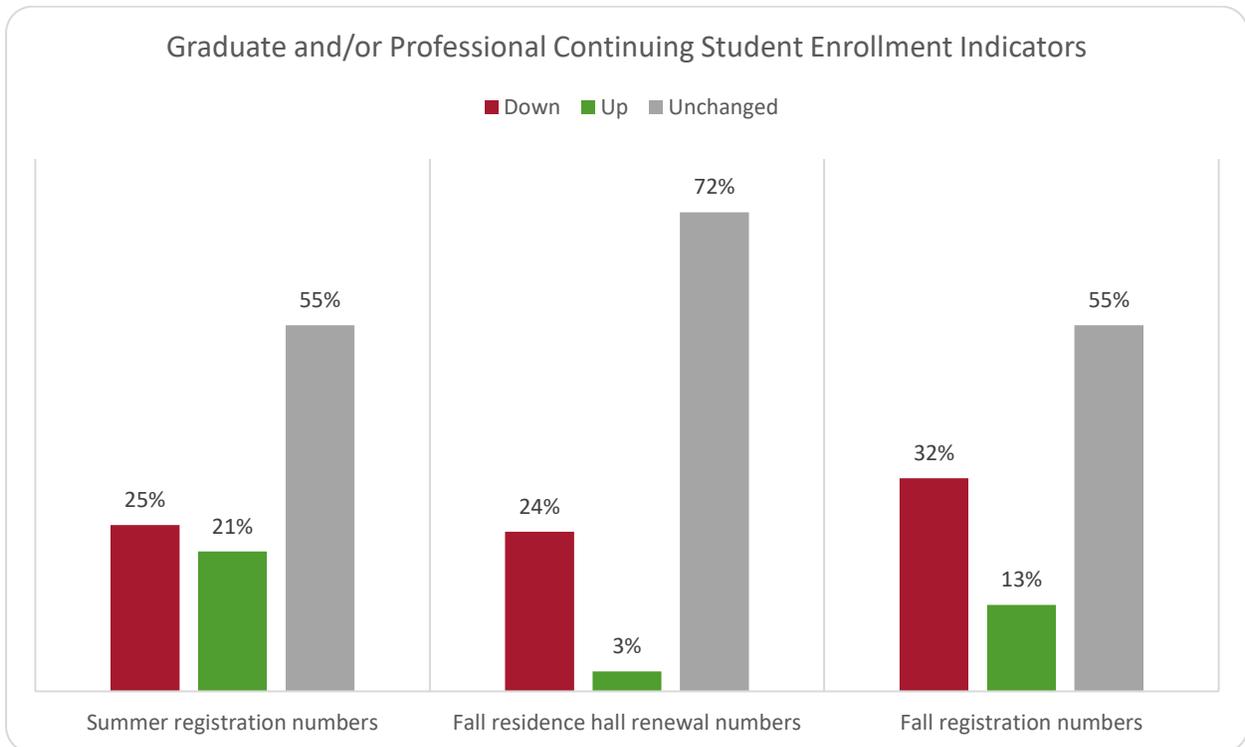
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Graduate and/or Professional New Student Enrollment Indicators

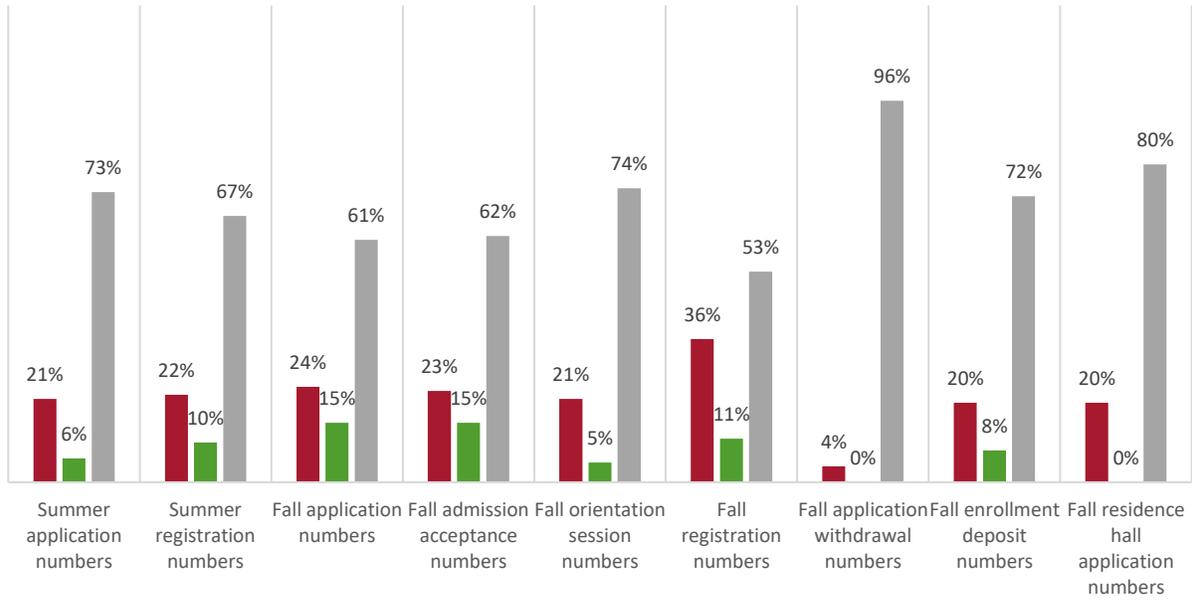


* This is the first of the AACRAO surveys to collect graduate and/or professional student enrollment indicators

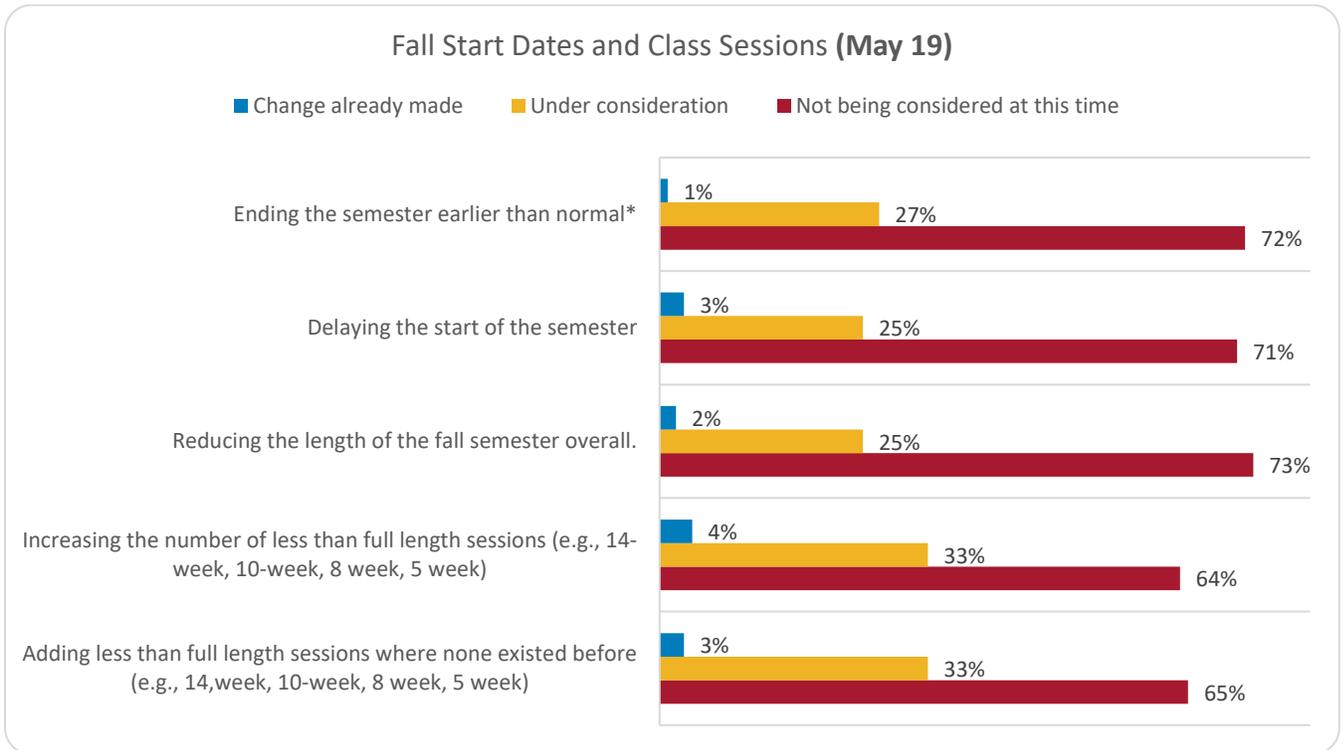


Graduate and/or Professional Transfer Student Enrollment Indicators

■ Down
 ■ Up
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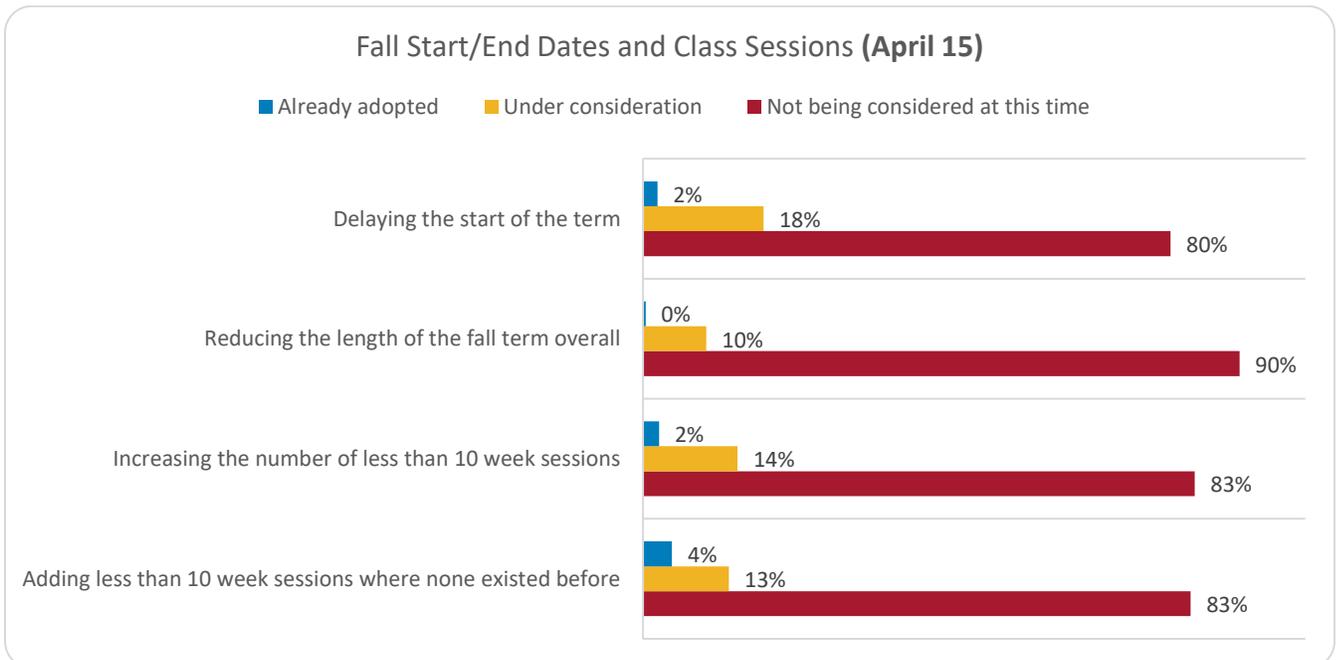


Fall Start Dates and Class Sessions

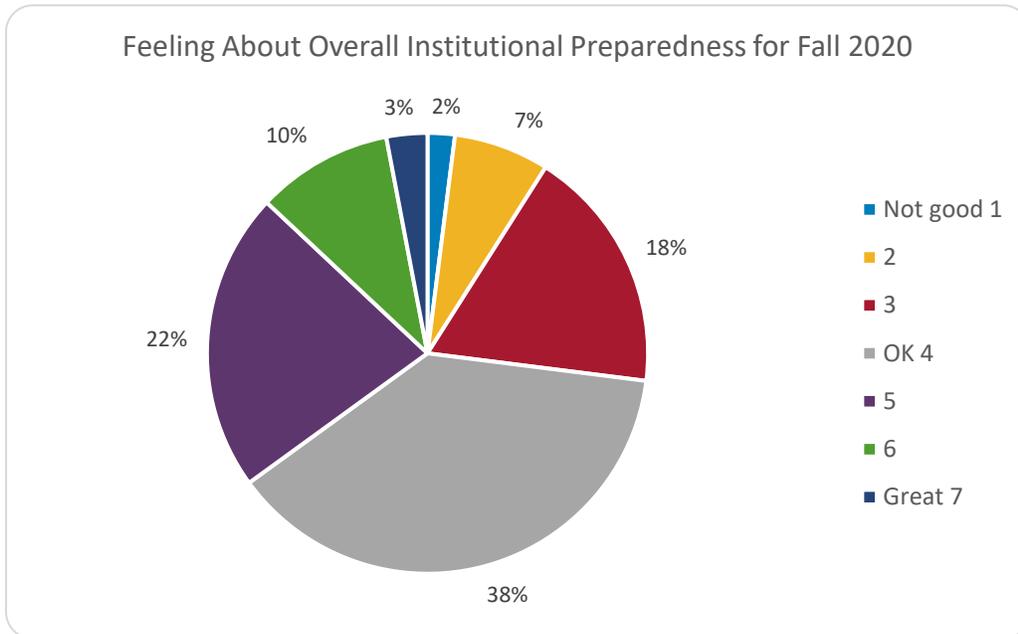


* New response choice based on data in COVID survey #3

See appendix D for length reduction plans and ending earlier than normal plans.



Impressions about Overall Institutional Preparedness for Fall 2020 and Additional Comments About the Impact of COVID-19



Additional comments about the impact of COVID-19 on the institution

(unedited data)

Although we do not have a final plan in place, we are advancing ideas and drafting the plan. We have deadlines and a team in place who will meet them to enable July decision-making.
As a long-time fully online institution, we may see more students heading our way. So far, things have been fairly flat Y/Y and our enrollments, new applications relatively little change.
Awaiting additional information from the federal and state that will impact decisions e.g. international student enrollment with online classes.
Concerned about remote learning dramatically impacting hands on, experiential programs. Concerned International Students won't be able to get back to the US or time zone issues for remote learning. Financial impact overall. Not having enough time to change the semester calendar and offerings quickly enough.
Considering starting earlier, eliminating breaks, ending much earlier.
Every time I think we have a plan, we get asked to look at it a different way. It's very stressful.
I'm encouraged because we are actively meeting as a group to design contingency measures, yet worried about the quickly changing and sometimes wild swings of the perception of "safety."
Institution is doing a great job. State is trying to wrangle everyone. Beyond the unknown, the constantly changing demands and associate workload of changing everything that is the backbone of the institution and the SIS is exhausting.
It is difficult for everyone. At a small school, there is a severe revenue shortage if we do not have students on campus. I feel that maybe the institution is taking too long to make decisions. It is increasingly more difficult to serve students when you have no answers.
It will create scheduling difficulties when classes are missed as we no longer have cohorts back to back
Key personal have been laid off and we do not know if they will be brought back in time
Many of the questions in this survey were hard to answer definitively. Our program offerings are not within a term-based structure, so the summer and fall timeframes do not allows make sense here. We have moved all of Our instruction from mid-March through the end of December into an online delivery mode. Our in-country

application numbers are higher than we would have expected, and our international application numbers are down, and deferral requests are up.
Much of our decision making is based on the state/county reopening.
My institution is fully online. All courses are delivered 100% online. The effect of COVID-19 pandemic has been to increase applications and enrollments.
Our campus struggles with change management and to be prepared for fall requires broad, rapid, fundamental change
Our executive administrative team is working diligently to make sure all basis are covered for our students for a positive, educational and healthy return to campus. We are working closely with all of our colleagues across the state to understand where each institution is going to be in Fall, in order to better facilitate the educational needs of our students the best we can.
Planning for several scenarios taking place. lots of interest for decisions to be made now but reluctance to make a decision we do not want to make too soon
Preparing for the unknown is extremely difficult. The notion of social distancing completely upends the goals of a small private liberal arts residential college. It is really hard to carry out policies when they're in a total state of flux. That said, being required to think outside the box has allowed us to realize some improvements in antiquated processes.
So many things are being discussed at the VP level with little input from below, and no feedback - my concern is that the clock is ticking.
Still playing catch up with faculty online teaching comfort & competency
Task force just getting started. looking for a July 1 roll out.
Thankfully this has been a pretty seamless transition for us - we just moved everything to online but we are a free-standing graduate only program so housing isn't an issue and we already have a compressed schedule so we are isolated from true disruption.
The ability for the college to offer a rotating or hybrid schedule for all sections will be nearly impossible if social distancing remains in effect. We will have to focus on our courses that require a campus presence for social distancing and likely move everything else online if we are unable to resume normal operations.
The College will have 20 plus students on campus for orientation on May 26th. The College waived tuition deposits.
The larger question of test availability, ability to engage in contact tracing, contagion rates, etc. will have a profound impact on our plans...but these factors are still unknown.
The most difficult area is planning for multiple futures. People want a direction but until we get closer to the launch of the semester all we can do is have plan a, b,c,d....
The uncertainty is mainly not knowing what state authorities will allow in the fall we would like to be in-person if possible.
There are several key teams in place to review academics, environmental standards, residence halls, testing, contact tracing, etc. They seem to understand we cannot take a "wait and see" approach.
There are so many unknowns at this time. Will faculty want to teach in person and if so how many? How many families/students will want to come back for in person classes? If we do the 6ft social distancing in classrooms, we may not have enough classrooms. If we make significant changes, i.e. requiring students to reschedule due to changes, will they come back?
There is a lack of decisive decision-making. Our institution has been behind the curve regarding solution and action-oriented decisions.
There is just so much uncertainty and an overwhelming amount of detail to consider.
They have not made a decision, which makes it impossible to plan.
To on-campus teach or not on-campus teach - that is the question.
We are a year-round school, and will begin our summer session at the end of June. All plans for COVID-19 preparedness will be in place at that time. The key for our success in the Fall depends on the DOE extending the exception for distance education for previously non-approved programs. If that is not extended, and our accrediting body doesn't accelerate the approval process, we will be in trouble.

We are actively making decisions in the next few weeks and will have a more solid plan by June 1. We are still exploring options.
We are being re-active versus pro-active in an environment in which the AMA has reported a 75% increase in viral spread during Stage II for the Summer and Fall seasons.
We are early in our discussions. Administration has preferences, but no final decisions have been made aside from knowing that we will be having classes in the fall.
We are making progress. Many scenarios are being discussed. There are many unknowns, so we are still waiting to see about testing and other things.
We are working diligently as an entire campus to prepare various plans for the Fall 2020 Semester.
We have a deadline of July 1 for a multi-scenario plan of action for the fall term. We are currently in the early planning stages, thus I will feel much better as we near July.
We have a heavy population of student athletes. No fall sports would have huge impact on enrollment.
We have a number of task force working groups which are working well. A huge success was amping up our online summer offerings, cutting our summer per credit price significantly and we are generating significant additional revenue as a result. Although our FTFY apps and accepts were down, before the pandemic hit we were running significantly ahead on deposits. We moved our deposit deadline to June 1 so we do not yet know where we will land. UG fall registrations are down, but only by a few percentage points at this time. For the fall we are actively exploring how to significantly improve our delivery of only courses should we need to switch again mid-semester and also to allow for supplementing or substituting course delivery through this means.
We have excellent remote and hybrid learning infrastructure. The more we move in that direction, the more confident I am.
We were not prepared at all, but we adapted surprisingly quickly. The biggest challenge was for the less tech savvy faculty that had not been using a Course Management System.
While so much of the planning process focuses on keeping students, faculty, and staff healthy, we cannot forget about the financial challenges that many families are experiencing.

Appendix A: Additional Fall Course Delivery Scenarios Under Consideration

(unedited data)

A blended hybrid approach, combining a couple of the "15 scenarios" into our unique solution.
A class is divided in two. Half the students come to face to face on Tuesdays and the other half comes face to face on Thursday. When the student is not in the class they would attend through zoom or google meets.
Hyperflex model.
Adjusted class meeting pattern: extended the time between class to account for additional cleaning and A/V hybrid set up needs
Adopt a trimester calendar for the year (we currently are on a semester calendar) to spread out number of courses offered and taken
Block courses, 3-1/2 weeks at a time throughout the year with a 1-week break in between
Bringing students in for labs and hands-on activities in small groups and with protective measures in place.
Combination of offerings (Prior to this we had no fully online classes during fall/spring). Some fully F2F; some hybrid; some in "groups" for F2F/online; and some fully online.
Combination of on campus and online/synchronous learning.
Consideration to only allowing programs requiring specialized courses and labs back on campus; all other programs online delivery.
Considering the HyFlex models
Courses offered on campus in a hybrid format - Adjust all classes to largest room possible. If room can handle 6-foot distancing for all students, all attend. If only 1/2 or 1/3 of the class can attend per day, part of the class attends, and the other parts learn online.
Delaying the start of Fall 2020 until later in the Fall semester or even until January 2021
Delivering a mix of face-to-face and online courses to give as many students as possible the opportunity for an on-campus student experience in the fall.
Dual-mode for large classes, with students alternating between in-person and remote classes
early start to fall term so that the end of the term coincides with start of flu season and potential second wave of COVID-19
Extension of limited hybrid options to maximize use of large classroom space for social distancing
Faculty are asked to be "Online Ready!"
Faculty are being asked to choose between remote, in-person, or a hybrid mode
Faculty should be prepared for multiple modalities of instruction in the fall.
Flex Online - Highly structured (via time slot) online synchronous learning.
Flex, hybrid
Flipped classroom model: portion of students in class each day, all doing work online asynchronously
Flipped classrooms.
For online delivery, consideration synchronous and asynchronous scheduling types
For social distancing we have reduced class sizes. Also considering M-W, T-Th classes with 1/2 class on campus 1 day and other 1/2 on campus the other day.
Graduate-level health professions program considering rotating small groups of students through classrooms and labs.
Half the classroom time per week and move half the meeting online.
Health Sciences in a highly protected environment with extensive use of PPE
Hi-flex, smaller class size alternating the days they attend f2f and online
High flex model; teach half students one day; other half online - reverse on a rotating schedule
Hybrid
Hybrid - half online and half in person

Hybrid classes, flipped classrooms, split teaching (where a portion of the class attends in person, on a rotating basis).
Hybrid courses are under consideration.
Hybrid model- class divided in half, with one group meeting for half of the class period and the other half meeting for the other half of the class period.
Hybrid model to allow on-campus and online options for each section. Alternating students who come on campus by the day.
Hybrid models of learning in order to take advantage of large classroom spaces where occupancy percentage guidelines can be followed.
Hybrid of course sections being split between alternating in-person and online delivery to maximize space in classrooms and ensure physical distancing.
Hybrid of face-to-face and remote, to accommodate faculty ability to safely come to campus. Students to have option of remote study for all in-person classes.
Hybrid options with part of the class on-campus and some online.
Hybrid teaching - on-campus and online
Hybrid to encourage social distancing. Ex. TR course, half of the students would come on Tuesday, the other half would be on Zoom. Thursday the Zoom students would come to campus and the Tuesday in class students would be on Zoom.
Hybrid versions of in person classes where students would get, at least, one in person session per week with the rest of the content delivered online (either synchronous or asynchronous delivery) to accommodate CDC and/or ACHA (American College Health Association) recommendations.
Hybrid, Asynchronous, Synchronous
Hybrid, where students would have a scheduled meeting time and submit work online. If face-to-face they would meet in person, if online-only, they would meet virtually during that time. It will depend on the Governor's directives. At this point we have hybrid and all online for summer, minus certain CTE lab courses that have been approved for limited face-to-face time.
Hybrid, with student groups split into different in-person meeting days, rest online that day. Done to reduce bodies in classrooms at one time
Hybrid: alternating half of each course section so that half are face to face and half are remote in week 1, then switching places in week 2, and so on.
Hybrid; lecture on-line & small group discussions; split session (MWF--1/3 in class; 2/3 online; rotate; TTH, either 1/2 or 1/3 every third session)
HyFlex
HyFlex
HyFlex
HyFlex model
In person instruction for essential programs with social distancing and face covering precautions implemented in the classrooms.
In person only if absolutely essential, with state approval, observing all safety requirements
In-person mode of delivery for limited audience, and couple it with an online repeat of material for students who can't/don't return to campus; possible "odd" and "even" days for in-person attendance to enforce social distancing.
Late fall start
Modifying the grid schedule to avoid large classes and student crowds
Moving the term start to be completed prior to Thanksgiving so anyone traveling can stay put at that time.
Normal semester up to Thanksgiving, online to finish semester in December. New J term. Spring pushed back to March start and ends during what is normally our summer semester.
Nothing to add from previous screen - good representation of options available.
Online at the start of the term; seated classes at the mid-point and end

On-line in the beginning and on-campus later in the fall.
Our Fall Semester will start two weeks earlier to guarantee completion by Thanksgiving.
Our health education programs are using Telehealth as a training option to replace onsite experiences at clinical sites.
Our institution is considering being face-to-face with social distancing and using hybrid delivery where there are face-to-face sessions but also online learning within the structure of a course. MWF class meet on Monday and online learning Wednesday and Friday.
Possible delayed start until October with 12-week semester.
Possible flex, install technology in each classroom so a certain amount of students could attend on Mondays then the rest of the class attends virtually; another group would attend on Wednesdays; all attend virtually on Fridays for MWF courses. The same plan for Tuesday/Thursday courses.
Possibly using different campus for different populations. One campus for First Years only, one abroad program for all International students, remaining remote.
Remote delivery for students who are quarantined or sick.
Remote Learning
Return to in-person instruction with reduced classroom occupancy and recording lectures for students who might be required to self-isolate for a time
Rotating rosters coming into a section 1/3 on Monday, 1/3 on Wednesday, 1/3 on Friday; 1/2 on Tuesday, 1/2 on Thursdays... rest of the time remote
Separate Mods for one course at a time. A mod one course during 3-4 weeks, B mod one course for 3-4 weeks, etc.
Shorter term with no breaks, various hybrid models, delaying labs until spring
Split sections where part of the class meets one day a week, the other on a different day
splitting our three trimesters into four quarters and reducing the amount of students on campus
Start in class and if pandemic flares up, change to on-line.
structured remote
Students have choice of online or hybrid course offerings for fall. No classes will be offered on campus until after Labor Day (classes start Aug 17). Only hands-on labs will be on-campus for sure. Slight chance lecture classes will be on campus but only if safe to convene larger groups in fall
Synchronous fully online & asynchronous online
Until a vaccine is available, all classes will meet online, either synchronous or asynchronous.
Virtual Remote. Use GoToMeeting, for synchronous class meetings.
We already use a low-residency model, but will can go completely remote if necessary (as with Spring/Summer 2020).
We are a residential campus, our deposits for new students are up over 8% compared to last year at this time, our summer enrollment is up 10% in credit hours, we are having great success with both new and current students, we are a private technological university and that is our benefit right now,
We are also considering a flipped-classroom instructional model, breaking courses into different study groups for meetings on alternating days to reduce contact with primary instruction occurring online.
We are asking faculty to consider how they could teach their courses online and in person. There is a very real possibility that we will start out in-person and socially distanced but need to convert to all online. We may also be going back and forth depending on how the semester develops. We want faculty to be prepared for all possibilities.
We are considering both in-person and online. The in-person classes will be smaller, and classrooms modified to maximize social distancing, but all of this is still in the planning stages and subject to change.
We are employing primarily hybrid approaches. That is, we are increasing the percentage online sections from 20-25% to 30-35%. We are creating more classes with dual mode so students have the option to participate seated or virtually, and we are asking all faculty to have contingency plans in case we are required to move to all online again due to a resurgence of the coronavirus.

We are fully online for lecture courses for labs we are using a combination of online lecture, online simulation and in-person lab hours. Any hours not met due to stay at home mandate are given and incomplete until they can be made up on campus.
We are going completely on-line between Thanksgiving and Christmas, so students would not return for final exams. They would do them remotely.
We are looking at a very mixed approach. Labs, activities, etc. on campus and then the non-lab type courses would be remote. Students want to get back to campus, though, so we are really torn about how to alleviate their requests and still keep folks safe.
We are looking at ways to use larger spaces on campus for teaching for face to face. We are looking at flipped classroom models so much content is delivered online and face-to-face is discussion and hands-on work.
We are looking the feasibility of relocating classes on campus as well as lowering caps to allow social distancing.
We are offering a Hy-Flex model that allows for both face to face, with social distance guidelines as well remote synchronous and asynchronous courses.
We are phasing students returning to campus. Doctoral students/cohort-based program will begin the semester 3-4 weeks before the rest of the population.
We believe some sort of hybrid model will be the norm for us. As a vocational training school, we have necessary hands-on training that must be completed in-person. We have calculated the number of students that can safely work in the available spaces, and are working to define a schedule to limit the number of students on campus, as well as their arrival and departure times to maintain adequate social distancing. We are also looking at how we can keep students engaged - perhaps bring them on campus in appropriately sized groups, in order to facilitate the interconnectedness that is part of our DNA.
We have 2/day week courses; currently considering 1/2 class virtual, 1/2 class physically present for each class period in alternating pattern. Those physically in class on Mondays would be virtual on Wednesday, those virtual on Monday would be physically in class on Wednesday, for example.
We have a J-term and are considering moving it to be a September term. Our fall semester would run roughly October through January. Also considering the one-course at a time model. 15-17 days for one course that meets every day.
We have a mid-June deadline in making decisions that affect fall semester.
We have asked all courses to have a BlackBoard shell created and loaded in the event we move to a distance learning modality.
We have asked faculty to prepare their courses as if at least one student will be always self-isolated (so could be taken fully online if needed). We've also asked for them to only plan for in-person timing of no more than 10 people, using social distancing (online plenaries and in-person discussion groups, for example). While we're not going fully shorter sessions, faculty have also been asked to organize their courses into 4-week chunks, so partial credit could be awarded if a student or faculty member gets sick.
We have course material that may only be delivered face-to-face.
We have discussed having hybrid courses meet on alternative days to reduce the number of students on campus at a time.
We reduced tuition, no out of state tuition charges this summer.
We're encouraging faculty to develop a tutorial model for their courses, where small groups of students who have to learn online would get an extra zoom session with the faculty member to supplement the standard course.
We're thinking that we will possibly need to teach courses both in-person and offer asynchronous content so that international students who may have issues entering in September are not disadvantaged by same. Potential for a starting intensive block of 3.5 weeks and a subsequent 'term' of 10.5 weeks, always with an eye towards creating a nimble set of offerings should the need arise to change course.

Appendix B: Additional Course Offerings Under Consideration

(unedited data)

Adding more in-person sections with smaller capacities during out-of-prime times to fit in rooms that students can be socially distanced (6 feet).
All in-person course offerings changed to "hybrid" in course schedule, starting as online with ability to convene on campus after Labor Day if safe to do so.
An increase in the number of hybrid courses for Fall 2020 as compared to Fall 2019.
assigning students to groups to attend in person part of the week and others to attend other days in the week.
Blended courses to assist with social distancing in the classroom
Block scheduling for first year students
Classes held using VR model, labs held on campus.
Faculty for all in-person courses will be prepared to move to remote teaching if necessary, to accommodate isolation if they should test positive for the virus, or if a surge in cases necessitates a move away from face-to-face classes.
Hiring/budget freeze as a result of the economic impact of COVID-19 means we'll be offering fewer courses because we can't readily hire adjuncts. It's not seen as a solution but more as a consequence.
Hybrid - alternating days of on-campus attendance for students.
Hybrid and synchronous streaming
Hybrid. Hyflex. Cohorts of students in class/distanced on certain days vs. whole class all at once; supplement online.
Hybrid; split sessions
HyFlex model
Hy-Flex model where some students might not be on campus at all, while others are. Including an option that a small number of students might attend in person on alternating days of the week.
If we meet on campus, have MWF classes meet 1/2 the class on M and the other half on W and be online on Friday or a day when students need additional help, they meet in the classroom with the faculty.
Increasing number of courses with hybrid in-person and synchronous or asynchronous online delivery.
Increasing the number of sections per course to allow for social distancing in the classroom
Reduced classroom capacity and staggered attendance/start times
Removal of adjunct instructors, increased faculty workloads
Shifting any non-required courses to Spring 2021, as long as shifting them will not delay anyone's ability to graduate on time.
The plan is to hold class face to face being ready to pivot online at a moments notice
We are moving ahead using out online modality as a supplement to our residential base. Students may participate in those courses, as an option.
We are planning for social distancing which will greatly impact the on campus in person courses
We may need to split courses into more sections and move large courses to accommodate for social distancing.

Appendix C: Additional Social Distancing Measures

(unedited data)

Adjustment of class times to accommodate distancing between class changes
Adopting outdoor space for use as classrooms
As a school focused on musical performance and education, distancing within ensembles through the use of plexiglass or other mechanical devices being implemented.
Barriers, gloves, and masks in high traffic offices
Cancelled classes requiring off-campus travel/field studies
changing how students enter and exit labs
Checking temperatures of students and employees as they arrive on campus
Consideration for other PPE and disinfecting classrooms after each use
Considering no spectators at athletic events if allowed
Courses will be offered in a hybrid format, allowing a reduced number of students on campus while still maintaining enrollment levels. We are designing schedules to allow face-to-face instruction, supplemented by online learning, if the allowance for programs not previously approved for online instruction continues.
Designated walking routes: reduction is outside seating
Designating certain stairwells as "up only" or "down only"; increasing time between classes to allow for room cleaning and disinfecting
determining max capacity of classrooms under social distancing guidelines
Developing a health screening process for students and employees.
Directional traffic in hallways
Discussing the possibility of glove use in the classroom to limit touch exposure
Establishing a culture of a "gym mentality" that students and faculty wipe their own work/study/classroom spaces before and after use.
Filtration of office and classroom space to be upgraded.
Health screenings upon entering campus buildings
Insisting on traffic patterns inside facilities (like supermarkets have now). Spacing graduate students & postdocs to not share offices. Setting lab scheduling with max occupancy.
Institute assigned seating for all in-person classes
Looking at Learning Communities for resident students in the same program - living in same dorms, attending same classes.
Multiple dining locations on and off campus, possibly housing students at off campus locations such as hotels to allow for single dorm occupancy
No large events on campus for the fall
Offices have implemented measures to assist with distancing.
Rearranging workspaces to increase distance, rearranging classrooms to increase distance, marking hallways as one way to increase distance while walking around campus
Requiring masks for all students, faculty, and staff. Moving classes from higher floors to lower floors to avoid elevator use. Possible conversion of office spaces to temporary classrooms
Sanitation protocols
Single direction traffic flows, within buildings, are being reviewed by Facilities staff. 40 additional classrooms are being identified for addition of technology for "simulcasting" in-person classroom activities to students online to limit the number of people in a room at any given time.
Social distancing for staff including rotating WFH schedules to limit the number of employees in a given office.
Some areas may include the use of hyper-allergenic gloves in addition to face covering. Have also put touchless purell stations throughout campuses.

This all depends on public/medical guidance issued
We are also determining offices that will have temporary counter shields installed. This is being considered for some classrooms as well.
We are considering alternating in-classroom and zoom days for students in large classes.
We believe that we will have to offer smaller recruitment events at greater frequency.
We will be adding sanitation stations throughout campus.
Wearing masks at all times possible
Will follow state and county requirements
Will follow state safety guidance and protocols

Appendix D: Fall 2020 Term Length Reduction Plans and Early Ending Plans

(unedited data)

Length Reduction Plans
16 -15 weeks for both fall and spring are being considered.
A reduced semester would be in response to changes in COVID-19 outbreaks. As of now, we are not planning to do this unless necessary.
A week or two
adding Saturday courses to make up for a shorter semester
Currently in very early stages of consideration. No formulated plan at this time.
Discussing the possibility of reducing the semester by a very small number of hours
Early start and early finish are being considered
end classes by Thanksgiving, possibly including finals
Ending at Thanksgiving break so students do not need to return
Ending earlier
Event driven
Late start (up to 3 weeks, if necessary)
Later start, finish earlier.
Length of term would be the same, but students would not return for in-person classes after thanksgiving break
One-week reduction
Possible 2 7-week terms, possible trimesters,
Possible delayed start until October with a 12-week semester.
Possible one week later start
Possibly ending by Thanksgiving with no fall break. Potential early start.
Reduced semester to less than 90 days in order to allow international students to enter Italy without a visa
Run two 6-week terms with minimal break so we can end by Thanksgiving, reducing students going back and forth from home to school
specifics not yet known
Start early end at Thanksgiving move Commencement. Start as planned, have contingency to go online at any point.
Starting later than usual. Cancelling Thanksgiving break and ending before Christmas.
The institution is willing to sacrifice 2 weeks of the fall semester if there is the need to start late. If classes start 3 weeks late then the institution will extend the fall semester one additional week into December.
We are considering reducing the fall term by one week.
We have implemented 7-week modules for 20-21. Students will take 2 modules in Fall/Spring terms to be Full-Time.
We have not made a final decision. Our Chancellor is bound and determined to be on campus this fall. I am unsure that will be able to happen.
We normally have a 15-week semester; we're considering a 10-week term followed by an optional intersession term in late fall/early winter
We removed breaks to end earlier.
We will go from 15weeks long to 13 weeks long semester
Would be about a week shorter if we go to finals the week after Thanksgiving.

(unedited data)

Ending Fall 2020 Early Plans
An earlier end would be in response to changes in COVID-19 outbreaks. As of now, we are not planning to do this unless necessary.
Considering ending in-person instruction mid-semester and finishing the semester remotely
Currently in very early stages of consideration. No formulated plan at this time.
Discussing ending all in-person instruction before Thanksgiving break, in order to prevent students from traveling and then returning to campus after Thanksgiving. The end of the term would be delivered remotely.
End at Thanksgiving break
Ending at Thanksgiving break so students do not need to return
Ending during the week of Thanksgiving is under consideration.
Ending face-to-face by Thanksgiving with finals remote after the holiday
Fall Semester 2020 will begin two weeks earlier and will complete by Thanksgiving.
Finish before Thanksgiving.
Having students continue fall semester remotely after Thanksgiving.
If necessary, the institution has discussed ending in-person classes the Friday before the Thanksgiving holiday and completing the last week of class and finals remotely.
If we were able to start as normal, we would move to online as we did this spring. We have asked faculty to prepare their classes for that possibility.
Moving to trimester calendar for the year would start fall classes later and end them earlier
Not supported by faculty at this time.
our plan is to end physical attendance at Thanksgiving and finish the last two weeks (one is final exams) remotely
Possible early start in August and end early in November
Possible one-week earlier end
Possibly ending by Thanksgiving with no fall break. Potential early start.
Possibly moving online for the last three weeks of the term (sending students home at Thanksgiving and not bringing them back until January)
Potentially make room for a J term if we switch to 14-week semester.
Quarter system school: looking to move dates between Labor Day and Thanksgiving.
Run two 6-week terms with minimal break so we can end by Thanksgiving, reducing students going back and forth from home to school
specifics not yet known
Start earlier end by Thanksgiving no fall break
Start early end at Thanksgiving move Commencement. Start as planned, have contingency to go online at any point.
Starting 1.5 weeks early and ending 3 weeks earlier, same Carnegie hours as whole semester.
Starting classes in August and finishing before Thanksgiving
Starting earlier than planned, no breaks, ending at Thanksgiving.
Starting one week earlier and ending at Thanksgiving break. No fall break.
Try to get students home by Thanksgiving to prevent resurgence of infections
We are actually starting a week early
We are considering having the students not return after Thanksgiving break and doing all finals online.
We are considering moving the start date of the term earlier so that we possibly could complete the semester by Thanksgiving in case there is another wave of COVID-19 in the late fall.
We are considering starting a week or more earlier in August and finishing by Thanksgiving.

We are looking at starting earlier than normal and therefore we would be ending earlier than normal.
We are starting a week earlier, removed breaks and will end early.
We may begin earlier and end just prior to Thanksgiving
We may eliminate Fall Break and end in person classes prior to Thanksgiving Break and offering the rest of the term remotely
We might eliminate break periods so we can end earlier.