

From: Rogers, Patricia L

Sent: Wednesday, March 25, 2020 2:31 PM

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Cc: LSC-Student Senate <senate@lsc.edu>

Subject: LSC Campus Update March 25

Dear LSC Colleagues:

Today Governor Walz issued a two-week “stay at home” order for Minnesota that at the same time exempts essential services such as grocery stores, gasoline stations, and higher education institutions, including UMD, CSS, and LSC. Travel to, and work performed at, these exempted and essential services is allowed. **To be clear, this does NOT really change much for LSC at this time** since we...all of YOU...have already geared up for minimal operation of our campus, with most services and classes already shifted to distance technologies.

So, today's campus update is really a call to greatness for each and every one of us. Reminder: Lake Superior College is committed to taking the steps necessary to protect the health and safety of all students and employees, while also enabling students to complete spring semester and progress their educational goals.

Think about it: the way we react to this crisis right now will set the tone for Lake Superior College's future. The way we handle our educational institution *right now*, and particularly how we respond to students' needs online and on campus, will greatly influence our ability to attract and retain students in the coming summer and spring. We can already anticipate groups of people who will be making critical decisions about their future.

For example: Displaced Workers and Adult Learners. This national crisis will have a tremendous impact on the economy. That unfortunately creates many displaced workers, and people who will want to prepare to move into new jobs quickly. We can anticipate that State and Federal funding will include funding to ramp up workforce development and training. Our trades programs align exactly with what these people will likely seek. The American Association of Community Colleges is working on legislation and lobbying efforts in anticipation of this great need. See the attachment below: Update on Stimulus Efforts.

And another example: High School Students Making Different Choices. In addition to displaced and adult learners, high school students are also making different choices. The Chronicle of Higher Education ran an article this morning discussing the results of a massive survey on high school students' plans. From the Chronicle brief (I attached the article):

“One in six high-school seniors who expected to attend a four-year college full time before the coronavirus pandemic say they will opt for something else.

“College administrators knew that the new coronavirus would interfere with prospective students’ plans. A new [survey](#), conducted by the higher-ed consulting firm Art & Science Group, found that **one in six high-school seniors who expected to attend a four-year college full-time before the pandemic now say they will choose a different path**. Here’s what else the survey found:

- Three out of five students said they were concerned about their ability to attend their first-choice colleges.
- Of the 17 percent of students who didn’t think they would enroll full time at a four-year college, a majority expected to take a gap year or enroll part time in a bachelor’s program.
- About 32 percent of students said they were considering less-expensive institutions.”

LSC is well positioned *today* to be the choice for students seeking part-time educational options. We are a great choice for the 32% of surveyed students seeking “less expensive” options, knowing that LSC’s liberal arts and sciences programs are top of the line choices.

To promote LSC as the right choice for all, VP Fanning and his team have just launched a large marketing campaign that waives our application fee through April, with registration dates moved up to better accommodate these new students.

What this means right now:

First, LSC Must remain open and operational unless the Chancellor or Governor orders full closing of campuses. As of right now, the Governor has made a decision that all higher education is essential, and that we must continue with our already established minimal operations plan (Minnesota State and the University of Minnesota system and the private colleges association are all following this option). That means we must be responsive to all LSC students, particularly those who are already disadvantaged. That means there will be some safe face-to-face interactions that must happen to meet the needs of all students. Supervisors are working out their final plans.

Second, we want our employees to be safe, and have taken measures to move most of our work to virtual media wherever possible. And we have some F2F options in classes and for student services with carefully orchestrated physical distancing. We have plans in place to reduce the campus footprint by closing areas that can then be deep cleaned and locked. We will reduce building hours, provide very limited café and bookstore hours and services, provide computer access for students with physical distancing and cleaning, and shift the library to a mostly online access. Remember, our top priority is: **Lake Superior College is committed to taking the steps necessary to protect the health and safety of all students and employees, while also enabling students to complete spring semester and progress their educational goals.**

It is a tall order, but it is absolutely crucial that we get it right, since our reaction *right now* so greatly impacts our future. Making our campus as welcoming as we can while still practicing physical distancing and other technology options ensures our success for our summer online courses and our upcoming fall semester.

It seems, though, that the obstacles to success are our own attitudes, behaviors, and assumptions.

Call to Greatness:

We are in no way doing “business as usual.” The actions we are taking are a big departure from our normal spring semester, revealing a variety of reactions from people. I know some folks are feeling quite anxious and have no easy way to alleviate those feelings. We do have EAP services available online at: <https://mn.gov/mmb/segip/health-and-wellbeing/eap/> and I encourage you to use that amazing service if needed, as it is a part of our benefits as state workers. In addition, I did find a nice short article on how to address COVID-19 anxiety with a few useful tips: “If Coronavirus Scares You, Read This to Take Control Over Your Health Anxiety” In The Guardian by Rhiannon Lucy Cosslett:

https://getpocket.com/explore/item/if-coronavirus-scaries-you-read-this-to-take-control-over-your-health-anxiety?utm_source=emailsynd&utm_medium=social

Your physical and mental health are critical and important to me and to every member of the LSC community. We depend on each other to be supportive and positive. And rising to greatness in this peacetime emergency is also about calling on our best selves and our best behaviors. How each of us handles this crisis reveals both the challenging and the great behaviors we choose to present. I am calling each of you to greatness.

Specifically, the greatness behaviors we must choose right now are expecting and practicing clear and factual communications. Mis-communications, rumors (like the one I heard the other day about martial law being declared in Wisconsin), or well-meaning attempts to fill in missing facts can create obstacles that become harmful to our work. I shared the following with our LSC union leadership members on Monday of this week, and I share it with all of you today:

1. **We need ALL campus leadership (administrators, union leaders, key faculty and staff) and every employee to please help control rumors, mis-information, and general over-reactions.** It is a very human response to uncertainty that leads some into speculation and undo suffering about “what if” scenarios. It makes some folks decide that everyone else is not doing their job. Innocent (or deliberate) voicing of opinions as facts translates into hurtful criticism and puts unnecessary stress on those who are trying to do their work, make adjustments, and plan for next steps. I am thinking of the GMWs, student affairs staff, and others who have reported such stresses being placed on them by well-meaning, but uninformed or mis-informed, colleagues.

We need everyone to focus on their own work, keep informed through our website, and realize all aspects of the campus operation will be monitored and adjusted as the situation changes or new data is revealed. Stirring people up with “what if...” or “why aren’t you doing this job the way I think you should...” is really not helping those who are already stressed and anxious.

2. **To ensure consistent and clear communication, we must have messages coming from the president and cabinet, and not from multiple sources that usually do not have all of the current data and facts.** I am calling you to greatness here: Please do not try to take on such messaging yourselves. I know each of you is dedicated to helping students and your colleagues and you really are trying to offer comfort. Comforting each other and listening is encouraged, but we must as much as possible have campus communication messages come from sources that have all of the known facts. The appropriate campus communication sources are from my office and/or from VP Fanning’s office, and what is posted on our website <https://www.lsc.edu/coronavirus>.

That said, we DO want our campus community to have a place to voice their ideas, concerns, questions. Some folks may want to have a place to send the latest rumor they have heard so they can be reassured about what is real. That place is info@lsc.edu That email address is carefully monitored and information is quickly passed to the appropriate place, including appropriate campus committees that may need to work on plans or updates. All messages from me, VP Fanning, the system office, CDC updates, MDH updates, and so on are added to the website: <http://www.lsc.edu/coronavirus> on a regular basis, sometimes twice per day. Rise to the call for greatness and refer all questions, concerns, ideas, and so on to info@lsc.edu .

3. **Do not be afraid to tell folks gently, but firmly, that you need more space** between you and the person if someone seems to be moving too close. Remind folks that we are not shaking hands at this time, though we want to be welcoming. And no, we are not hiring security guards to enforce physical distancing.
4. **PLEASE ask your questions at info@lsc.edu** Send your ideas and suggestions to info@lsc.edu Encourage others to send their ideas, suggestions, worrisome rumors, and questions to info@lsc.edu.

And finally on another note, a few of you asked what three books I am reading right now. Well, as I mentioned, I am reading Erik Larson’s “The Splendid and the Vile.” I am also just about finished with Bill Bryson’s “The Body” and Curt Brown’s book entitled “Minnesota 1918: When Flu, Fire, and War Ravaged the State.”

Sheesh, who knew my reading choices could bring on the COVID Virus...oh wait, that’s a wild rumor. But just in case, I am going to start Dennis Staples’ new book: “This Town Sleeps.”

Stay well, stay positive, keep informed, and always rise to *GREATNESS!*

Patricia L. Rogers, Ph.D.

President

Lake Superior College



A member of Minnesota State

Your destination for *SUCCESS!*

From: AACC - American Association of Community Colleges
Date sent: 03/23/2020 12:03:03 pm
Subject: Update on Stimulus Efforts

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Bulletin

Update on Stimulus Efforts

Like you, I have been inundated with messages about the current situation and managing the rapidly changing landscape of our new normal. I want to assure you that AACC is working to ensure that your voice continues to be heard in Washington, DC, and that we have a seat at the table as interventions are planned and implemented regarding resources, policies, and practices for our community colleges.

I have been in regular contact with members of The Six Higher Education Associations and we will continue to coordinate advocacy and communication efforts. Today, ACCT President Noah Brown and I held a joint meeting of the AACC and ACCT boards to discuss high-priority concerns and hear from U.S. Department of Education officials. We will continue to work with them to ensure that we are in lockstep as we navigate the current issues and prepare for recovery efforts that are in the best interest of community colleges and their students.

Stimulus Packages

Congress has passed two bills to address the pandemic. These bills made important changes to the Family and Medical Leave Act and the SNAP program. However, the most important legislation by far is now pending in Congress, the third stimulus "Coronavirus Aid, Relief, and Economic Security (CARES) Act," that is locked up in the Senate as of today, March 23. That legislation as advanced by Senate Republican leadership includes approximately \$300 million for Title III and Hispanic-Serving Institutions and \$100 million for dislocated working training.

The bill also includes a \$20 billion education fund, slightly less than \$6 billion of which would be equally divided between higher education institutions and students. While the mechanism for delivering this assistance is largely based upon enrollment numbers for Pell Eligible students, the proposed \$6 billion is not adequate to meet the needs of all higher education. Community college students and institutions alone need more assistance than that. The package also suspends student loan payments for six months and relaxed many of the rules pertaining to federal student aid.

Democrats in the House of Representatives have just offered their version of stimulus legislation. It creates a State Fiscal Stabilization Fund for education and provides significant institutional assistance as well. We will be providing further information on this legislation shortly.

Act Now

We are focusing on three priorities and ask you to communicate the following to your legislators as soon as possible:

At Least \$50 billion of Emergency Financial Aid to Students and Support for Institutions: The federal government needs to immediately provide support to institutions to weather this storm. The Pell Grant distribution system should be used to deliver aid, based on a measure of Pell recipients and enrollments, but with more emphasis on the enrollment of needy students as reflected in the Pell Grant population.

At least 25% of these grants must be delivered as emergency aid to students. Community college students need help both to deal with changes in their work and family situations, as well as to absorb the costs of taking more courses online. Currently, there are many community college students who have not been able to make the immediate transition to online learning because of a lack of resources, including connectivity.

To help colleges make a transition to online education, a separate technology program that ensures funds are provided as quickly as possible will be necessary. This could be accomplished through the Title III-A, Strengthening Institutions program, but there are other vehicles that could also be utilized.

\$1 Billion For Two Years For Community Colleges to Train Individuals to Meet Current Necessities and to Heal the Crippled Economy: Community colleges are well positioned to help meet the immediate increased demands for health care professionals. COVID-19 will likely remain a threat to public health for at least another year. With targeted assistance, community colleges can help meet the demand for greater numbers of nurses and allied health professionals that will undoubtedly be needed.

It is impossible to predict the full extent of the abrupt economic downturn. However, it is certain that, with millions of individuals rendered unemployed and businesses closing doors, the nation will need to rebuild economically in the coming months. Community colleges are critical to help build a strong economy and address the pronounced skills gap that emerged in recent years. The sector supports a program modeled on the highly successful Trade Adjustment Assistance Community College and Career Training Program, or the Strengthening Community College Training Program, created in last year's appropriation legislation. An investment of \$1 billion per year for at least two years would sustain a vital workforce education program connected tightly to business.

Help Stabilize State Support for Institutions of Higher Education: State budgets are headed for tremendous shortfalls, and by law they must be balanced each year. In this process, community colleges are inevitably subject to deep reductions because they are often perceived to be more "discretionary" than health care, prisons, and other types of expenditures. Congress should establish a State Higher Education Fiscal Stabilization Fund to help colleges manage this extreme financial stress. A similar fund was created in 2009 and it provided a lifeline for colleges at a time when they were hemorrhaging revenues and forced to lay off hundreds of faculty and staff. State budgets will likely absorb an even greater shock in the coming weeks and months, and colleges need to be enabled to continue vital operations.

Feel free to use this language in your communications to legislators and let us know if you have any questions. As you are aware, things in Washington, DC, are fluid and rapidly moving. We will continue to keep you updated as needed.

Sincerely,
Walter G. Bumphus, Ph.D.
President and CEO



THE CHRONICLE OF HIGHER EDUCATION

ADMISSIONS & STUDENT AID

How Is Covid-19 Changing Prospective Students' Plans? Here's an Early Look

By *Eric Hoover* | MARCH 25, 2020



Georgia Institute of Technology

The spread of the coronavirus has forced colleges to cancel countless on-campus programs scheduled for March and April.

In this spring of jaw-clenching uncertainty, everyone expects Covid-19 to derail the plans of prospective college students. One big question is: How many?

Hordes of them, the results of a new survey suggest. One in six high-school seniors who expected to attend a four-year college full time before the outbreak of the novel coronavirus now think that they will choose a different path this fall. Three out of five students, though still intending to enroll in a bachelor's-degree program, are concerned

about their ability to attend their first-choice college.

Those findings come from a national survey of 487 prospective college students conducted by the Art & Science Group, a higher-education consulting firm. The results provide an early look at how the outbreak is shaping teenagers' perceptions of college — and how their near-future

Learn more in a live chat

Craig Goebel, a principal at the Art & Science Group, will host a live chat on Thursday, March 26, at 3 p.m., Eastern time, on *The Chronicle's* Facebook group Higher Ed and the Coronavirus. Become a member to tune in.

plans might change.

“These findings are pretty stark,” said Craig Goebel, a principal at the Art & Science Group. “And they might be underrepresenting the potential impact of what Covid-19 could be once all is said and done this fall.”

Sure, you’ve seen the recent footage of college students partying on spring-break beaches, ignoring recommendations to practice social distancing. You’ve heard the criticism that teenagers and 20-somethings aren’t taking the global pandemic seriously enough.

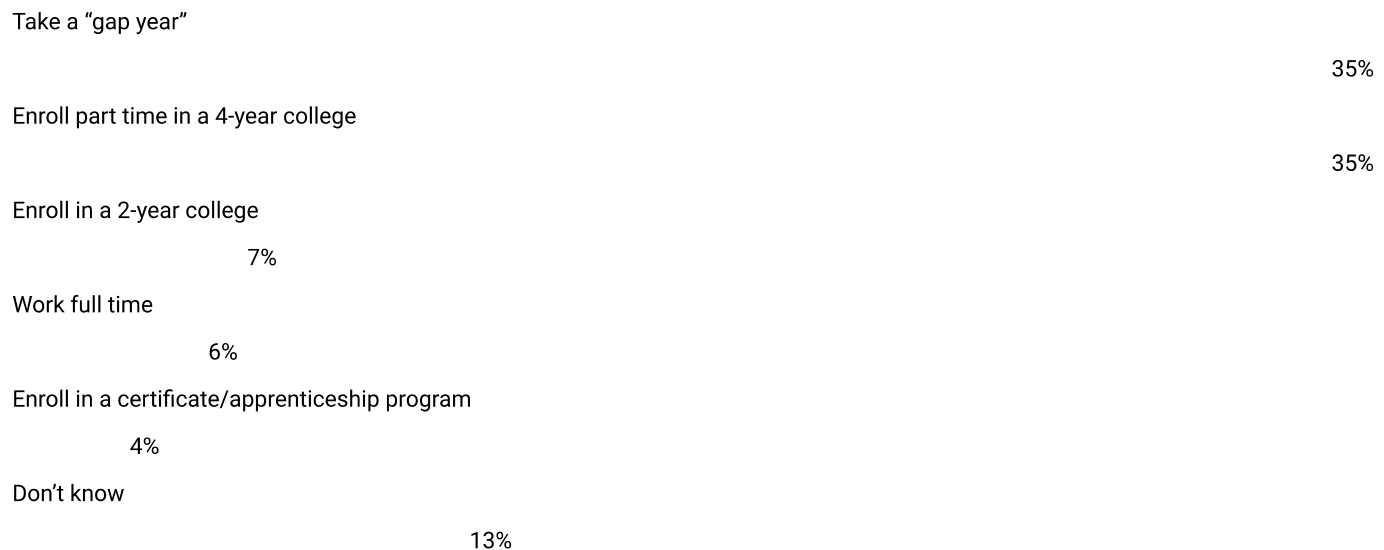
But prospective undergraduate students are thinking — a lot — about how the coronavirus might affect their college choices, the survey suggests. Nearly all respondents (90 percent) said they consume information about the outbreak at least once a day, with 10 percent doing so hourly.

Amid school closures and lockdowns, many high-school seniors are switching up their immediate plans, the survey found. Of the 17 percent of respondents who didn’t think they would end up enrolling full time at a four-year college, a majority expected either to take a gap year (35 percent) or enroll part time in a bachelor’s program (35 percent). Seven percent indicated that they would attend a community college, and 6 percent said they would work full time.

Just 20 percent of students were confident that they would attend their first-choice college. “While we know there is always flux this time of year as students are getting their admissions notifications,” Goebel said, “it surprised us that more weren’t expecting to enroll at their first choice.”

A Change of Plans

The novel coronavirus has caused about one out of six high-school seniors to rethink their decision to enroll full time in a bachelor's-degree program this fall. Here's what they plan to do instead.



Source: Art & Science Group, LLC • [Get the data](#) • [Created with Datawrapper](#)

Respondents who said they weren't confident that they could choose the college atop their list (63 percent) cited various concerns. The most prevalent was cost: Twenty-one percent of those students said their "first-choice school may no longer be affordable for my family" because of the coronavirus. And 12 percent said either they or a family member had health concerns that required them to change their plans.

Several other coronavirus-related disruptions, the Art & Science Group found, had prompted students to reconsider their college choices: "Was not able to overnight at my first-choice school" (15 percent); "I am unable to try out or practice with a team for athletics" (11 percent).

Campus visits play a large role in many students' college choices. For enrollment managers, those visits are an important gauge of who's likely to enroll. Yet the spread of the coronavirus forced colleges everywhere to cancel countless on-campus programs scheduled for March and April (58 percent of students surveyed said they had experienced, or expected to experience, such cancellations). That means many players in the process must make do without valuable information.

"The fact that all these visits have been interrupted for this year's students," said David

Strauss, a principal at the firm, “is sending us into uncharted territory.”

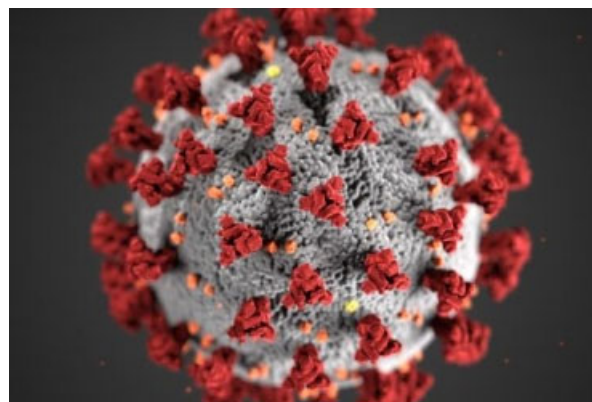
The Art & Science Group also asked students about how Covid-19 might have influenced their thinking about the qualities they seek in a college. Thirty-five percent of students said that campuses “closer to home” were now a more realistic option than their first-choice college. Some said they were considering a less-expensive institution (32 percent), with a “more familiar social network” (22 percent), more rural (12 percent), smaller (15 percent), or “located in a safer area” (10 percent).

The survey, which was conducted from March 17 to 20, included responses from high-school seniors planning to graduate this spring. Sixty-four percent of them were female; 74 percent were white; 86 percent were attending a public high school. The respondents’ average household income was \$88,000.

Colleges are all different. Their market positions vary, and their applicant pools do, too. For those reasons, Strauss said, no colleges should apply the results of a national survey to their own particular enrollment picture.

Moreover, a snapshot of a prospective student’s thoughts in a given moment can’t reveal which college he or she will ultimately choose. It’s early.

“We can’t say now how students will behave in the end,” Strauss said. “But what we do know is where their mind-sets are right now.”



Coronavirus Hits Campus

As colleges and universities have struggled to devise policies to respond to the quickly evolving situation, here are links to *The Chronicle's* key coverage of how this worldwide health crisis is affecting campuses.

- [The Coronavirus Is Upending Higher Ed. Here Are the Latest Developments.](#)
- [How the Coronavirus Tests Higher Ed's Disciplinary Fault Lines](#)
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- [A Side Effect of Remote Teaching During Covid-19? Videos That Can Be Weaponized](#)

Eric Hoover writes about the challenges of getting to, and through, college. Follow him on Twitter @erichoov, or email him, at eric.hoover@chronicle.com.

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