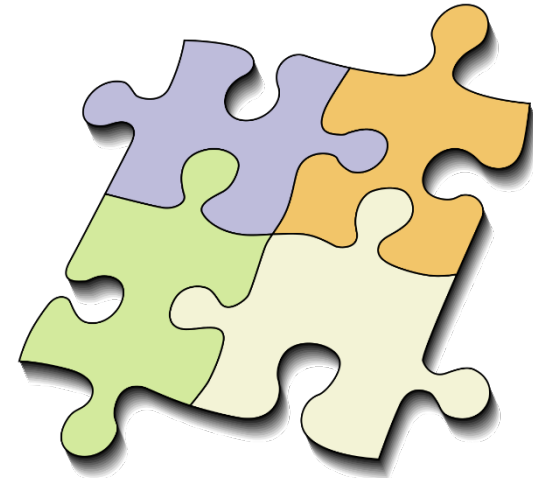


Bridging the Gap: *Pathways to Student Success*
Dialogue Qualitative Data Packet

Spring 2021 Collegewide Planning Summit



Compiled by
San Diego Miramar College
Office of Planning, Research, and Institutional Effectiveness

Event:	Spring 2021 Planning Summit
Theme:	Bridging the Gap: Pathways to Student Success
Focus:	Adopting student centered approaches in order to institutionalize equitable practices collegewide
Activities:	<p>Part I: Interactive Student Panel which represented the diverse student population:</p> <ul style="list-style-type: none"> ▪ Undocumented Latinx Male ▪ Student with Disabilities Asian American Pacific Islander (AAPI) Female ▪ Athlete White Male ▪ Single Parent Black/African American Female ▪ LGBTQ AAPI Male ▪ Formerly Incarcerated Latinx Female ▪ EOPS Middle Eastern North African (MENA) Male <p>Part II: Breakout sessions focused on sharing best practices by faculty, classified professionals, students, and management.</p> <ul style="list-style-type: none"> ▪ Addressing Equity in Teaching and Learning ▪ Addressing Equity in Student Services ▪ Lift Minoritized Voices ▪ Addressing Equity in Campus Policies/Procedures
Participants:	Contract-Faculty Instructional; Contract-Faculty Non-Instructional; Classified Contract; Adjunct Faculty; NANCe; student; Supervisor; and Management
Data Collected:	Best practices and recommendations for equitable practices.
Data Application:	<p>a) Educational Master Plan (2021-2022)</p> <p>b) Program Reviews</p> <p>c) Student Equity Planning (2022)</p>

Summary of Findings:

Addressing Equity in Teaching & Learning			
DIs Focused	In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
-Latinx Students -Black/African American Students -LGBTQ Students -Students with Disabilities	<ol style="list-style-type: none"> Equity data (e.g., PREDD) and data coaching (e.g., DECC) “In-reach” efforts (e.g., Scavenger hunt of services on campus, creating a welcoming environment for students with disabilities, and the Well promotional video) Gathering spaces (e.g., Safe Spaces) Professional development (e.g., Safe Zones training and PD opportunities incorporated into Canvas) New resources (e.g., 2 counselors and a NANCe for Dreamers) Collaboration (e.g., the Veterans Affairs and Disability Support Program and Services for repeat classes for veteran’s benefits. 	<ol style="list-style-type: none"> Continued visibility, accessibility, and “in-reach” efforts (e.g., “One-stop” location for all student services programs, offices, faculty office hours; Student-led campus tour or virtual/online tour of campus map; interactive bot; and website revision) Inclusive materials (e.g., Banner, advertising, marketing materials; textbooks and articles; translate institutional language to student language) Inclusive spaces for students and employees (e.g., Safe space for LGBTQ members and Peer mentoring) Professional development (e.g., more faculty(including Adjunct Faculty) are safe space trained or trained on DECC) Collaborate/discontinue working in silos Employees need to socialize; and engage with students. Compliance (e.g., working with bounds of FERPA and confidentiality) 	<ol style="list-style-type: none"> Embrace culturally responsive pedagogy (e.g., Include syllabus statement indicating the class is a safe space; Use articles with people with disabilities; and Ensure inclusion of everyone when forming groups in the classroom) Stay in communication with students (e.g., “follow up” mechanism; name tags/“Ask Me Anything” badge; and “Customer Service” training) Continued “in-reach”/outreach efforts and collaboration (e.g., develop a list of all services for employees and students; Connect/share expertise with existing partners; connect with Club Spectrum; and DSPS and VA team continues to collaborate) Develop inclusive, intentional spaces Develop new programs (e.g., Puente; Umoja; and Black Student Union). Add resources (e.g., Recruit and hire Latinx faculty; and hire a grant writer.) More data, data coaching, and research (e.g., Inform the campus community of what our current student populations; Survey our Latinx students to address their needs.) Prepare our students for return to campus.

Addressing Equity in Student Services

DIs Focused	In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<p>-LGBTQ Students -Foster Youth Students -Veteran Students</p>	<ol style="list-style-type: none"> 1. Programs and Interventions (e.g., EOPS/NextUP; Tutoring and Supplemental Student Support; Veterans Affairs Office; and Veterans Center) 2. Student organizations (e.g., Student Veteran Organization (SVO); and Spectrum Club) 3. Professional Development (e.g., Safe Zones and Ally Training) 4. Communication (e.g., Socialization and check in meetings; U chat with staff; Website that includes resources, scholarships, deadlines, etc.; and imaging of Safe Zones on staff signatures and syllabi) 5. Workshops for students (e.g., Financial Literacy Planning Workshops; Rental Agreements and Tax Preparation Workshops; and English sections from an LGBTQ perspective) 6. Policies/procedures (e.g., Normalize student pronouns on Canvas and Zoom; allow students to choose their preferred name in Campus Solutions; computer access; counselor at MCAS; priority enrollment; and counselor liaison to the VA) 	<ol style="list-style-type: none"> 1. Mentorship (e.g., Former foster youth student mentors; and recruit faculty/staff mentors that are Veterans) 2. Culturally responsive pedagogy (e.g., Align course offerings and schedules with VA benefit requirements; design curriculum (e.g., PERG) to help with transition from military to student life; offer Financial Aid workshops; and develop degree/certificate programs targeted towards military students) 3. Connection and sense of belonging (e.g., peer to peer support structures; work study; spaces to hang out; Inclusion Center; posters; cultural celebrations with live music and food) 4. Wrap around services for students (e.g., Tutoring; dedicated counseling; and Scholarship for LGBTQ) 5. Culturally responsive policies and procedures (e.g., allow vets priority enrollment in the Fire Academy; and give credit for prior learning) 	<ol style="list-style-type: none"> 1. More data, data coaching, and research (e.g., Conduct focus groups/interviews to best serve our LGBTQ students; and Survey our Veteran and foster youth students to address their needs.) 2. Mentorship process/program (e.g., high-touch and frequent check-ins for Veteran students; and develop student mentors for Foster Youth) 3. Presentations and Workshops (e.g., Workshops on understanding/supporting our veteran students; develop networks/Livefeed workshops and presentations; Financial Literacy workshops; and presentation and workshops by professionals who were Foster Youth) 4. Supports to help students navigate the college processes (e.g., the petition process and the availability/qualifications for EOPS) 5. Leverage intersection/overlap of Veteran issues with other DI populations 6. Connection and sense of belonging (e.g., help students connect with other Veterans in their courses/programs; Supports for families; and Imaging(posters))

Lift Minoritized Voices

DIs Focused	In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<p>-Students with Disabilities</p> <p>-Students who are Homeless/Housing Insecure</p> <p>-Asian American Pacific Islander (AAPI) Students</p>	<p>1. DIEC provides information, cultural awareness months, and showcases/events/speakers</p> <p>2. DI specific efforts</p> <p>a. <u>Students with Disabilities</u> (e.g., Office with accommodations and counseling; Classroom Visits; workshops; website; Library and DSPS collaboration; Career Services/Case management style approach; and DSPS verification letters for instructors to communicate with students early in the semester)</p> <p>b. <u>Students who are Homeless/Housing Insecure</u> (e.g., Food pantry and Farmers Market; Transit Center; Medical Services; Mental Health Services; Access to showers; and WiFi in the parking lot)</p> <p>c. <u>Filipino</u> (e.g., One Filipino Studies course (FILI100); Filipino American Student Association (FASA))</p>	<p>1. DI specific opportunities/areas for further action</p> <p>a. <u>Students with Disabilities</u> (e.g., Peer-mediated instruction or differentiated instruction; Increase awareness of service animal support; Include students with disabilities in mass communications; Ensure captioning is available; and provide professional development on the disability rights movement and culturally responsive pedagogy, curriculum, and assessment)</p> <p>b. <u>Students who are Homeless/Housing Insecure</u> (e.g., Webpage or Canvas page that lists services such as dentist, laundromat, and virtual bulletin board for housing opportunities on social media)</p> <p>c. <u>AAPI</u> (e.g., Miramar is an API serving institution and API is becoming one of the largest identified undocumented student populations; design committed institutionalized programs and have more/expanded curriculum; Inform students about available services or resources; and connect with other API students)</p>	<p>1. <u>Students with Disabilities</u></p> <p>a. Professional development (e.g., DSPS focused Data Camp.; Guest speakers on differentiated learning, universal design, peer-mediated instruction, intelligence theory, pacing of instruction, etc.)</p> <p>b. Program visibility</p> <p>c. Increase funding for DSPS</p> <p>2. <u>Students who are Homeless/Housing Insecure</u></p> <p>a. Communication (e.g., posters on campus, social media, and distance education; and include maps with course schedule)</p> <p>b. WiFi in the parking lot</p> <p>3. <u>AAPI</u></p> <p>a. Create safe environments (in-person and virtual center)</p> <p>b. Expand course curriculum offerings in FILI and Asian Studies courses.</p> <p>c. Include AAPI students in mass communications (e.g., social media, flyers, posters, and messaging)</p> <p>d. Adopt cohort based model (similar to PUENTE, UMOJA, and PROMISE) to provide tailored support for AAPI students to increase success, confidence/empowerment, and sense of community.</p>

Addressing Equity in Campus Policies/Procedures

DIs Focused	In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<p>-Black/African American Students -Low Income Students</p>	<p>1. College-wide (e.g., Student Equity Plan, Circle of Change, equity discussion in general, and encouragement to participate in Food Distribution 2. Unit level (e.g., EOPS/CARE/CalWorks/NextUp; Early Childhood Education/Care; Food Distribution, Mental Health Counseling (free sessions covered in the health fee))</p>	<p>1. More visibility, accessibility, and “in-reach” efforts (e.g., better ways for students to find resources; representation in employee; and expanding reach/involvement) 2. More resources (e.g., provide student parents with virtual child care and food for both students and children; and book fees covered for more students) 3. Less stigma around low-income students 4. Review policy (e.g., food distribution only to students with vehicles; and drop for non-payment policy) 5. Follow up on actionable statements 6. Review data including longitudinal data</p>	<p>1. Develop inclusive, intentional (virtual) spaces and programs to build community and sense of belonging (e.g., Hub for campus resources; Multicultural Center; and Black Student Union) 2. Continued “in-reach”/outreach efforts and collaboration (e.g., Directives (e.g., social media and centralize social media) for finding resources; encouraging student participation in special program; providing student district emails; and collaboration between EOPS/CARE/CalWorks & Child Development Center for student parents) 3. Food distribution should be open to students who don’t have transportation 4. Allow students more time to pay fees (e.g., holds for library fees and no drops for non-payment, especially for Veterans not having their benefits revoked) 5. Vaccine available to students on campus</p>

Breakout Session Group Discussion Notes:

Breakout Session Group #1: Addressing Equity in Teaching & Learning for Latinx Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<p><u>INDIRECT to LatinX</u></p> <ul style="list-style-type: none"> • Equity Discussions happening in general • Data Equity Coaching Community (DECC) 	<ul style="list-style-type: none"> • Website revision • How do we make things clear so students can find “us” • Market student led campus tours even to those who are in attendance--- we even have an online tour-- maybe connect online tours to place where faculty office hours are listed they have a contact if they want • Employees need to go outside and engage with students • Employees need to socialize - a tent that programs sign up to eat lunch at 	<ul style="list-style-type: none"> • “Customer Service” training • Develop “follow up” ideas for faculty and staff to stay in communication with students • Create a list of different services so faculty/staff know where to send students • Go back to name tags
<p><u>DIRECT impact to LatinX</u></p> <ul style="list-style-type: none"> • Dreamers- 2 counselors and a NANCe 	<ul style="list-style-type: none"> • Need to institutionalize Dreamers office so when money ends the positions do not end • Puente Program • Culture day with food & music 	<ul style="list-style-type: none"> • Grant writer • Recruit faculty • Share the message of what our student population is • Survey our students as to their needs • Address how we prepare for students to arrive on campus next year

Breakout Session Group #2: Addressing Equity in Teaching & Learning for Black/African American Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> Scavenger hunt of services on campus as part of a classroom assignment.(ex: Student Passport) Invite different offices to present to students (ex. The Well promotional video) Program Review Equity Data Dashboard (PREDD) information for Program Review, Data Equity Coaching Community (DECC) program for each faculty to identify equity gap, Faculty Institute Survey/formally intrusive 	<ul style="list-style-type: none"> Banner, advertising, marketing materials need to include more diverse students. Translate institutional language to student language “One Stop” location where student can find all student services programs and offices, virtual tour of campus map, interactive bot. (ex: High Tech High) More faculty need to be trained on DECC; looking at section and program level data to see how different activities might help close the equity gap in specific sub population. 	<ul style="list-style-type: none"> Pretend that we are students on campus, and want to enroll at Miramar (campus walk about) “Ask me anything” badge? Black Student Union Umoja Program Puente Program

Breakout Session Group #3: Addressing Equity in Teaching & Learning for LGBTQ Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> Safe Zone Training Safe Spaces Incorporate Professional Development (PD) opportunities into new PD Canvas shell, which makes training more accessible 	<ul style="list-style-type: none"> Collaborate/discontinue working in silos Campus partners Awareness and learning opportunities Continued visibility Set goal for 100% faculty safe space trained Ensure that adjunct faculty have support for trainings Identify LGBTQ “Champions” - see Mesa website Safe space for mutual support of LGBTQ members of the community, both students and employees 	<ul style="list-style-type: none"> Connect with our existing partners and share expertise Include syllabus statement indicating the class is a safe space (ex. Safe Zone training badge) Connect with Club Spectrum

Breakout Session Group #4: Addressing Equity in Student Services for LGBTQ Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> • Spectrum Club • Safe Zones training • Ally Training with [Name Omitted] (PD Coordinator) • Use of pronouns, normalize student pronouns on Canvas, Zoom • Allow student to choose their preferred name in Campus Solutions/ People Soft • Imaging of Safe Zones on staff signatures and syllabi • Develop English sections from an LGBTQ perspective 	<ul style="list-style-type: none"> • List letting people know who has gone through Safe Zone training (in progress) • Fairs on compass point with people. Be purposeful, intentional about particular months/dates • Inclusion Center • Dedicated counseling • Peer to peer support structures • Lack of spaces to hang out • Increase data specific to LGBTQ • Optics (posters) to bring a sense of welcoming, students see themselves • Live music, food trucks • Work study helps increase sense of belonging/connection • Scholarship for LGBTQ 	<ul style="list-style-type: none"> • Focus groups or interviews to see what's revealed, how to best serve our LGBTQ students. • Consciousness when we speak about our student groups • Imaging (posters) • Campus culture overall, really make use of the campus, not just a great looking campus but with HEART! • From legal standpoint can't have unlicensed music (ex: must get Pandora for business, licensed under creative commons)

Breakout Session Group #5: Addressing Equity in Teaching & Learning for Students with Disabilities

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> • Creating a welcoming environment for students with disabilities. (ex. when professor ask the student a question 5 minutes before everyone else so that the student can prepare their response) • Collaboration between the Veterans Affairs (VA) and Disability Support Program and Services (DSPS) for repeat classes for veteran’s benefits • Some but limited gathering spaces and opportunities to socialize and/or meet potential student peer mentors 	<ul style="list-style-type: none"> • At times students may not be inclusive when forming workgroups. • Need more diverse examples of people with disabilities in textbooks and articles. Working within bounds of FERPA and confidentiality, refine how Veterans Affairs can communicate the student’s need to repeat without violating confidentiality • Develop more inclusive spaces for students to meet up with one another, host peer mentoring 	<ul style="list-style-type: none"> • Professor forms the groups to ensure inclusion of everyone. • Maybe the professor can use articles with people with disabilities in it. • Schedule opportunity for DSPS and VA team to meet to discuss best ways that VA can communicate and advocate on behalf of student while maintaining confidentiality • Enhance peer mentoring opportunities; develop inclusive, intentional spaces for students to gather, study

Breakout Session Group #6: Addressing Equity in Student Services for Foster Youth Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> • Extended Opportunities Programs and Services (EOPS)/NextUP program • Financial Literacy Planning Workshops • Rental Agreements/Tax Preparation Workshops etc. • Socialization and check in meetings. • Computer access • Connectivity • U chat (virtual chat) with staff • Tutoring/Supplemental Student Support 	<ul style="list-style-type: none"> • Mentorship • Tutoring • Wrap around services for students • Former foster youth student mentors • Recruitment and advertising • More advocacy for students • Financial Aid workshops: Instruction about Financial Aid, Make Financial Aid workshops available on zoom, Social Media/Instagram to help with these workshops • Navigation of resources • Develop relationship with local housing • How do we make it easier for students? • Working with staff in EOPS make more robust 	<ul style="list-style-type: none"> • Offer more support to develop EOPS more, utilize social media/Instagram to relay information • Develop student mentors for Foster Youth • Develop networks/Livefeed workshops and presentations • Make more robust response from Financial Aid • Workshops in Financial Literacy • Publicize the availability and qualifications for EOPS • Perhaps Livefeed presentations to help navigate campus and resources. • Survey to gather information as to the needs of foster youth. • Presentation and workshops with Foster Youth from professionals that were once foster youth.

Breakout Session Group #7: Addressing Equity in Student Services for Veteran Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> • Veterans Affairs Office (very high quality) • Student Veteran Organization (SVO) • Counselor at MCAS • Website - resources, scholarships, deadlines, etc. • Veterans Center (in progress) • Priority enrollment • Counselor liaison to the VA (attends meetings & events, reports back to department) 	<ul style="list-style-type: none"> • Fire Academy - allow vets priority enrollment (instead of lottery) • Credit for prior learning (workgroup in progress) • List of faculty/staff that are Veterans & are willing to connect with students (mentorship/support) • Align course offerings & schedules with VA benefit requirements • Evening & weekend hours for support services (Library, ASC, etc.) • Curriculum - course/program (like PERG) focused on helping these students adjust/transition from military to student life and/or a class on communication, self-discipline, scheduling skills etc. in the civilian college context (“Flip-flop camp”) • Degree/certificate programs targeted towards military students (Military Leadership degree) • Supports to help Veteran students navigate the college processes (ex. the petition process can seem strange to students who are used to viewing a “no” as a final answer) • Leverage intersection/overlap of Veteran issues with other DI populations (immigrants, formerly incarcerated, etc.) • Help students link up with other Veterans in their courses/programs • Supports for families as well 	<ul style="list-style-type: none"> • Research - what are the specific needs of these students? When/how do they want to access services? • Build a mentorship process/program, whether formal or informal (high-touch, frequent check-ins) • Campus workshop(s) on understanding/supporting our veteran students

Breakout Session Group #8: Lift Minoritized Voices for Students with Disabilities

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> • DSPS Office--accommodations and counseling, including testing, communication with professors • DSPS Classroom Visits • DSPS Workshops • Library and DSPS Collaboration. • DSPS Department Meeting Visits • DSPS Website -- collection of resources, including for campus and community • Career Services/ Case management style approach for DSPS Program students • Instructors receive DSPS verification letters and communicate with students early in the semester. Library has 28 volumes of career books. 	<ul style="list-style-type: none"> • Learn about the disability rights movement. See documentary: Crip Camp. • Increase awareness of service animal support • Reduce implicit ableism by making our posters and other mass communications more diverse; include folks with disabilities. • Ensure captioning is available. • Peer-mediated instruction/ differentiated instruction: tutoring, pair-shares, problem-solving together using various tools, using cartoons to teach the table of events • Professional learning on multiple intelligence theory, universal design, project-based learning, liquid syllabus, diversify the curriculum, assessment. 	<ul style="list-style-type: none"> • Contact Professional Development Coordinator about DSPS focused Data Camp. • Invite guest speakers on differentiated learning, universal design, peer-mediated instruction, multiple intelligence theory, pacing of instruction. • Encourage more DSPS Program presentations to the campus and student groups especially. Maybe add one hour Zoom information sessions throughout the semester. Begin with Welcome Week. • Increase funding for DSPS!

Breakout Session Group #9: Lift Minoritized Voices for Students who are Homeless/Housing Insecure

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> • Food pantry & Farmers Market • Transit center • Medical Services (like immunizations) • Mental Health Services • Access to showers to students • WiFi in the parking lot 	<ul style="list-style-type: none"> • Laundry services • Webpage that lists services for housing insecure students (public services like dentist, laundromat, etc.) • Prioritizing/highlighting services (one-click access) • Canvas page for student services • Website redesign • Virtual bulletin board for housing opportunities (social media) 	<ul style="list-style-type: none"> • Communication (posters on campus, social media, distance education) • Include maps with course schedule • Outdoors WiFi. Identify spaces in parking lot as designated WiFi areas.

Breakout Session Group #10: Lift Minoritized Voices for Asian American Pacific Islander Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> One Filipino Studies course - FILI 100 Filipino American Student Association (FASA) group on campus - currently not active. DIEC provides information, cultural awareness months, and showcases events/speakers. 	<ul style="list-style-type: none"> There needs to be more than just grassroots efforts, or a group of people coming together to get things moving. How can we EMPOWER this group to gain traction? Committed institutionalized programs and commitment to our student success outcome mission More/expanded curriculum is needed, gain traction in the few existent courses. How are our students being informed about what services or activities are available? How can students come together to be able to identify and connect with “like-minded” individuals? Asian Pacific Islander (API) is becoming one of the largest identified undocumented student populations. Miramar is an API serving institution. 	<ul style="list-style-type: none"> Create safe environments for students (in person and remote- virtual center). Increasing the course curriculum offerings in FILI and Asian Studies courses. COHORTS: A model that will allow to create or take classes together. Similar to learning communities, for example PUENTE, UMOJA, PROMISE to provide tailored support for like-minded individuals from similar backgrounds to increase success. Being a part of group provide confidence/empowerment, sense of community. Using social media. Flyers, messaging to be inclusive and mindful of Asian students

Breakout Session Group #11: Addressing Equity in Campus Policies/Procedures for Black/African American Students

In Progress/Already Doing	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> Equity Plan Circle of Change Modernizing communication 	<ul style="list-style-type: none"> Need to follow up on actionable statements; look at data; review longitudinal data Representation in staff/faculty Expanding reach/involvement 	<ul style="list-style-type: none"> Re-framing our point of view. See a person not a number.

Breakout Session Group #12: Addressing Equity in Campus Policies/Procedures for Low Income Students

In Progress/Already	Opportunities/ Need Further Action	Immediate Next Steps
<ul style="list-style-type: none"> • Encouragement to participate in Food Distribution • EOPS/CARE/CalWorks/NextUp • Early Childhood Education/Care/Food • Mental Health Counseling (6 Free session covered in the health fee) 	<ul style="list-style-type: none"> • Better ways for students to find resources/lack of social capital • Less stigma around low-income resources • Book fees covered for more of our students • Miramar Child Development Center serving families 18mos-4yrs virtually, food provided for students/children. • Only students with vehicles allowed to participate in Food Distribution (not equitable) • Review policy around drop for non-payment 	<ul style="list-style-type: none"> • Virtual space (Multicultural Center, Black Student Union) to build community & sense of belonging • Directives that help student find necessary resources (social media, centralize social media) • Encouraging students to participate in special programs i.e. CalWorks, reframe our perception of students participating in these programs • More QUALITY Open Educational Resources (OER) resources across campus • Collaboration between EOPS/CARE/CalWorks & Child Development Center to provide early childhood education to student parents • Providing student district emails • Hub for campus resources • Food distribution should be open to those without vehicles (excludes a lot of students who don't have transportation) • Allow students more time to pay fees, including holds for library fees, no drops for non-payment (Veterans can be especially affected & their benefits be revoked) • Vaccine available to our students on campus