Academic Advising at Fresno State
Prior To COVID, during COVID online year, and in transition
(Amye Leone, AVP of Academic Advising)

	Pre Covid		Covid		Transition		
	SP19*	FA19	F20**	S21 **	F21 **		
Advising Sessions recorded	18,052	19,850	16,193	16,545	17,969		
Percent Sessions F2F	97%	95%	0.25%	0.10%	4%		
No Show Rate F2F	6.80%	6.50%	0	0	8%		
Percent Sessions on Zoom	0.12%	0.20%	86%	87%	80%		
No Show Rate on Zoom	0	2.50%	7%	7%	7%		
Percent Sessions Other	2.60%	4.80%	14%	13%	16%		
No Show Rate Other	0.20%	0.10%	0.60%	1%	2%		

Reported Meeting Types Used:

IP - In Person, Blank, In Person/virtual, In Person/phone , In Person/Email

Zoom - email/virtual; phone/virtual and virtual - Beginning FA20 included blanks

Other - Email; email/in person; email/phone; phone

* Numbers may be slightly inflated as it was the first term with GradesFirst: care units did not exist. Tried to remove Career, Faculty, and SN visits.

Data was cleaned up as much as possible. There were additional peer mentors hired just to build Ed Plans with students; huge Univ push and investment.

** One advising center did a majority of advising through email and most were not recorded in BC. Beginning with the pandemic, March 2020.

# Fresno State Surveys During COVID-19 Pandemic
Kathleen Dyer & Matt Zivot
January 2022

Fresno State's Office of Institutional Effectiveness (OIE), under the guidance of Matt Zivot, has conducted a faculty survey and multiple student surveys during the pandemic in order to get a sense of the opinions and experiences of members of the campus community. The results are available in Tableau, but some highlights are summarized here.

Fall 2021 Faculty Repopulation Surveys
First, they conducted a faculty survey in March and April 2021 about the Fall 2021 repopulation of campus with responses from 679 faculty members, a response rate of 44%. While many of the questions refer only to campus operations in fall 2021, one set of questions specifically asked about the post-pandemic university.

In considering the post-Pandemic University, how much do you agree or disagree with each of the following statements:
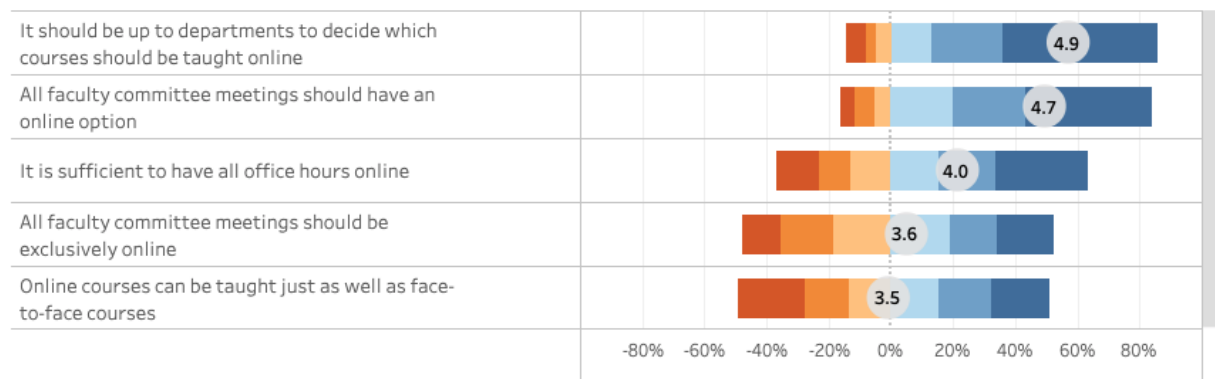
Note the incredibly strong support for the statement that decisions about online teaching should be made at the department level, and for an online option for all faculty meetings.
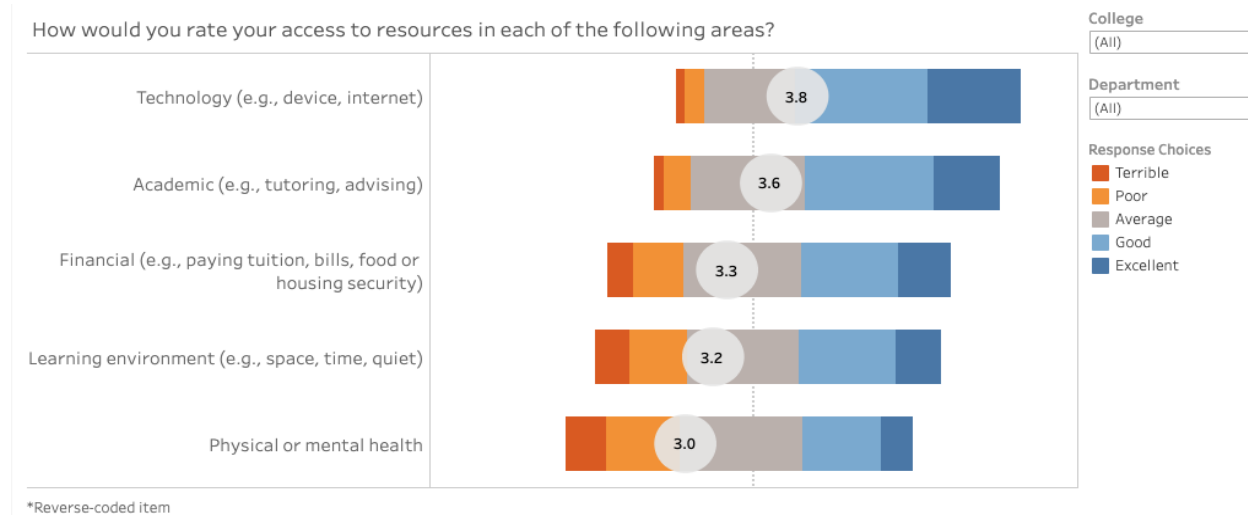
Also note that faculty support online office hours by a slim majority, but they are split right down the middle on whether online courses can be taught as well as face-to-face courses.
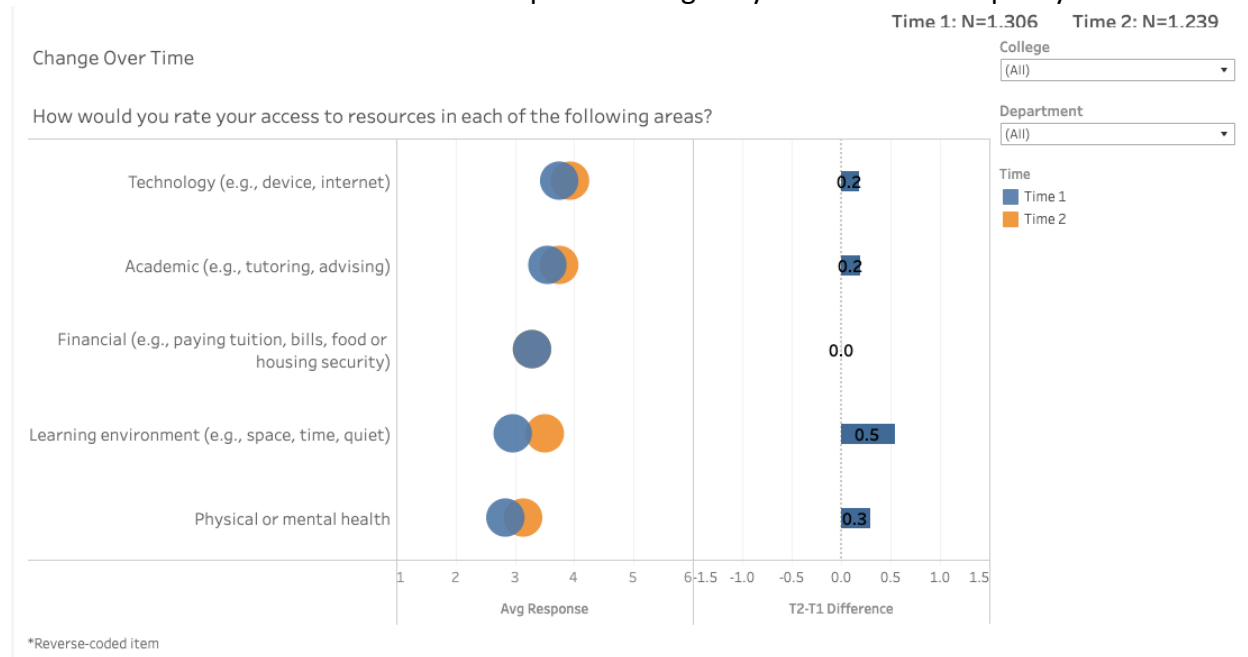Rapid Response Student Surveys
Secondly, OIE has conducted a series of Rapid Response Student Surveys since the beginning of the pandemic. It has been administered Sept, Oct, and Nov 2020, as well as Feb, March, Sept,

Oct, and Nov 2021. Each survey invites a random selection of Fresno State students to participate. Response rates are low (about 10%). In total, 3,009 students have participated.

Overall, most students report good access to technology (8.5% report poor or terrible access). But many more students struggle with learning environment (39% report poor or terrible) and health (35% report poor or terrible).

How would you rate your access to resources in each of the following areas?

			College
			(All)

Technology (e.g., device, internet) — 3.8

Academic (e.g., tutoring, advising) — 3.6

Financial (e.g., paying tuition, bills, food or housing security) — 3.3

Learning environment (e.g., space, time, quiet) — 3.2

Physical or mental health — 3.0

Department
(All)

Response Choices
- Terrible
- Poor
- Average
- Good
- Excellent

*Reverse-coded item

But all three of these indicators have improved marginally at least over the past year.

Time 1: N=1,306   Time 2: N=1,239

Change Over Time

College
(All)

How would you rate your access to resources in each of the following areas?

Department
(All)

Technology (e.g., device, internet) — 0.2

Academic (e.g., tutoring, advising) — 0.2

Financial (e.g., paying tuition, bills, food or housing security) — 0.0

Learning environment (e.g., space, time, quiet) — 0.5

Physical or mental health — 0.3

Time
- Time 1
- Time 2

Avg Response: 1 2 3 4 5 6

T2-T1 Difference: -1.5 -1.0 -0.5 0.0 0.5 1.0 1.5

*Reverse-coded item

How Many College Students Lack Adequate Technology
to Fully Participate in Online Education?
Kathleen Dyer & Matt Zivot
January 2022

Research from other institutions:

<u>Indiana University & the Ohio State University</u>

"Approximately 16-19% of students reported technology barriers (inadequate computer hardware or internet connection) that inhibited participation in online learning. Higher rates of technology inadequacy were observed among lower-income students (20-30%), Black (17-29%) and Hispanic (23-28%) students relative to White students (12-17%); and student living in rural areas (14-25%) compared to those living in a suburban (16%) or urban area (16-20%)."

"In addition, regardless of their academic or demographic background, students with inadequate technology were substantially more likely to opt for a Pass/No-Pass grade in spring 2020, which signaled that students were struggling with their online work."

Jaggars, S.S., Motz, B.A., Rivera, M.D., Heckler, A., Quick, J.D., Hance, E.A., & Karwischa, C. (2021). The digital divide among college students: Lessons learned from the COVID-19 emergency transition. Midwestern Higher Education Compact.
[*https://www.mhec.org/sites/default/files/resources/2021The_Digital_Divide_among_College_Students_1.pdf*](https://www.mhec.org/sites/default/files/resources/2021The_Digital_Divide_among_College_Students_1.pdf)

<u>Georgia State University School of Public Health</u>

- 89% of students have access to broadband internet at home, 9% have internet access only through a phone.
- 3% report limited access to internet for schoolwork (1-2 hours per week), 7% report medium access (3-4 hours per week), and the remaining 90% report unlimited access.

Armstrong-Mensah, E., Ramsey-White, K., Yankey, B. & Self-Brown, S. (2020). COVID-19 and distance learning: Effects of Georgia State University School of Public Health Students. Frontiers in Public Health, 25 Sept 2020.
[*https://www.frontiersin.org/articles/10.3389/fpubh.2020.576227/full*](https://www.frontiersin.org/articles/10.3389/fpubh.2020.576227/full)

Fresno State:

<u>Matt Zivot: OIE Surveys - overall, about 15% of students had connectivity issues at the beginning of the pandemic, it is now (Fall 2021) down to less than 10%</u>

- 4/20, We surveyed all students in four of the colleges. When asked, "To what extent have access to reliable internet/service been a challenge for you since the transition to remote learning?", 7% answered Extremely Challenging and 9% answered Very Challenging.
- 9/20 - We sampled 9000 students across the university. When asked, "Do you have access to adequate internet service to complete your coursework and participate in virtual instruction (e.g., Zoom)?" 7% answered No. Of the small subset (11% of the respondents) who said that they received a hotspot from the university, 9% said that it was not sufficient for them to complete their coursework.
- 9/20-11/21 - We have conducted our Rapid Response survey 8 times during this period, asking a sample of students to, "rate your access to Technology (e.g., device, internet). There has been small change over time. Combining the Fall 2020 responses, 3% of students responded Terrible and 7% responded Poor. Combining the Fall 2021 responses, 2% responded Terrible and 4% responded Poor.

<u>Student Ratings – optional questions about factors causing difficulty with classes (% mostly or totally true that it "made it difficult for me to complete required coursework")</u>

|	Fall 2020	Spring 2021	Fall 2021	TOTAL
Trouble finding a private and quiet workspace	n=5831 24%	n=3980 20%	n=2193 14%	21%
Caregiving responsibilities	n=4622 21%	n=3633 19%	n=2390 16%	19%
Internet connectivity issues	n=5441 16%	n=3875 13%	n=2104 10%	14%
Employment obligations	n=4141 18%	n=3451 17%	n=3097 14%	16%
Emotional health	n=4512 28%	n=3927 27%	n=3639 22%	26%
Motivation	n=4559 35%	n=3432 32%	n=2698 24%	31%

COURSE SUCCESS DURING COVID-19

By Hongtao Yue, Senior Research Analyst
& Matthew Zivot, Ph.D., Interim Director

Due to the COVID-19 pandemic, the majority of courses in fall 2020 were taught virtually. Most students did not have a physical interaction with Fresno State faculty or campus. Additionally, new students were introduced virtually to the entire college experience, ranging from faculty expectations to university support services. This unprecedented and unexpected shift in instructional and support modality poses potential challenges for student success. According to surveys conducted by the Office of Institutional Effectiveness (OIE) during fall 2020, around 60% of students reported some difficulty in learning the material taught in their classes or keeping up with their assignments, 85% reported not being able to concentrate as well as usual, and 36% reported to have "poor" or "terrible" access to a suitable learning environment. These changes in mode of instruction and student survey responses lead to the question, "have these changes and challenges impacted students' ability to pass their courses?"

While course-pass rates for undergraduates have declined moderately as a whole in fall 2020 (86.4% compared with 88.2%, an average of pass rates over the previous four fall semesters), this decrease was most extreme for Freshmen.

Focusing on freshmen who are first-time students, these decreases in course pass rates were not accounted for by course type, as pass rates decreased for both GE and Non-GE courses, nor were they accounted for by the size of the course.
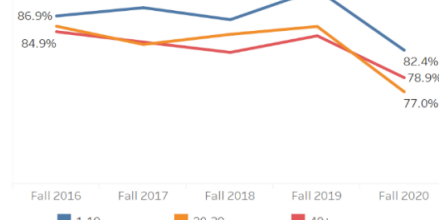

Course Passing Rate
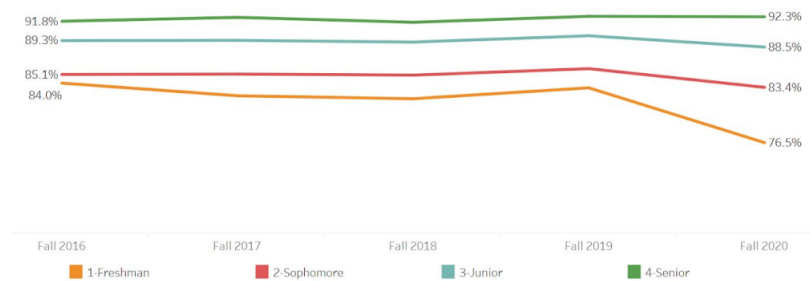
**Course Passing Rate by GE Course**
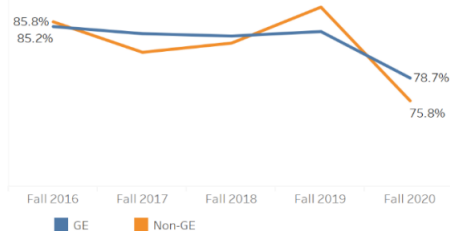
Course Passing Rate by Class Size

The strongest predictor OIE has identified of whether first-time freshmen struggled during virtual instruction was their academic preparation. Compared to an average pass rate of the previous four years, students entering Fresno State with a HS GPA 3.5 or above had a decline in their course pass rate of 2.8 percentage points (pp), students entering with a HS GPA of 3.0 – 3.49 had a decline of 7.5 pp, and students entering with a HS GPA below 3 had a decline of 14.7 pp.

In conclusion, during virtual instruction, continuing students performed similarly to previous years when students were primarily learning face-to-face. First-time freshmen, however, had a substantial decrease in course pass rates and this decrease was largest among students with the least academic preparation. This suggests that courses that largely serve first-time students and their affiliated support services should be given preference when repopulating it is safe to increase the number of students, faculty, and staff present on campus.

Course Passing Rate by HS GPA
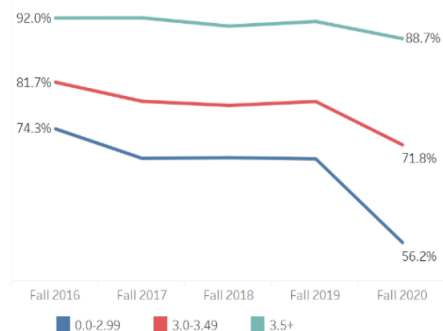
College	Dept	Fall 2021						
		Number of Students	Respondents	Response Rate	Prefer F2F %	Prefer Zoom %	Prefer hybrid %	Prefer Online %
	ALL	107,264	48,266	45%	58%	12%	16%	14%
CAH	Armenian Studies	78	57	73%	72%	7%	9%	5%
CAH	Art & Design	2524	1159	46%	56%	10%	21%	10%
CAH	Communication	3738	1791	48%	65%	10%	15%	6%
CAH	English	2920	1375	47%	63%	9%	9%	10%
CAH	Humanities	602	319	53%	52%	19%	19%	6%
CAH	Linguistics	1534	678	44%	42%	11%	16%	25%
CAH	Media, Comm, & Journalism	1410	432	31%	54%	8%	15%	19%
CAH	Modern & Classical Lang & Lit	2339	1428	61%	54%	15%	17%	9%
CAH	Music	3551	1298	37%	59%	7%	8%	22%
CAH	Philosophy	1350	517	38%	53%	12%	16%	15%
CAH	Theater and Dance	1375	543	39%	59%	9%	13%	15%
CHHS	Comm Sci and Deaf Studies	1907	834	44%	53%	14%	18%	14%
CHHS	Gerontology	451	208	46%	25%	7%	16%	48%
CHHS	Health & Human Svcs Interdis	826	432	52%	31%	8%	17%	40%
CHHS	Kinesiology	4642	1712	37%	77%	5%	9%	5%
CHHS	Nursing	1854	1172	63%	63%	10%	12%	11%
CHHS	Physical Therapy	1225	756	62%	74%	12%	11%	2%
CHHS	Public Health	1943	815	42%	42%	14%	21%	20%
CHHS	Recreational Administration	638	254	40%	57%	9%	19%	9%
CHHS	Social Work Education	1279	754	59%	45%	21%	24%	5%
COSS	Africana Studies	291	107	37%	41%	18%	23%	12%
COSS	Anthropology	1996	819	41%	34%	9%	17%	37%
COSS	Chicano Latin American	1005	440	44%	63%	7%	12%	13%
COSS	Child and Family Science	1497	730	49%	56%	8%	18%	15%
COSS	Criminology	4162	1612	39%	56%	8%	13%	20%

COSS	Geography & City & Regional Planning	899	298	33%	49%	7%	15%	25%
COSS	History	2487	942	38%	59%	9%	16%	10%
COSS	Political Science	1944	798	41%	58%	10%	15%	14%
COSS	Social Sciences Interdisc	382	186	49%	45%	3%	16%	34%
COSS	Sociology	2188	1093	50%	38%	8%	17%	34%
COSS	Women, Gender & Sexuality	1181	573	49%	43%	18%	23%	14%
CSB	Accountancy	1252	544	43%	58%	11%	19%	9%
CSB	Aerospace Studies	140	17	12%	88%	6%	6%	0%
CSB	Craig MBA	647	308	48%	37%	13%	20%	26%
CSB	Economics	789	342	43%	47%	12%	15%	22%
CSB	Finance & Business Law	1702	673	40%	45%	12%	17%	22%
CSB	Info Sys & Decision Sci	2216	1131	51%	57%	12%	17%	11%
CSB	Management	2012	759	38%	42%	20%	23%	13%
CSB	Marketing & Logistics	912	383	42%	40%	13%	26%	19%
CSB	Military Science	454	52	11%	81%	12%	2%	2%
CSM	Biology	6243	2763	44%	58%	14%	14%	10%
CSM	Chemistry	3421	1793	52%	74%	8%	11%	4%
CSM	Computer Science	1578	871	55%	47%	25%	15%	10%
CSM	Earth & Environ Sci	1632	665	41%	42%	9%	17%	28%
CSM	Mathematics	4147	1881	45%	64%	10%	13%	9%
CSM	Physics	1968	826	42%	70%	10%	9%	9%
CSM	Psychology	3999	1594	40%	56%	9%	16%	16%
CSM	Science & Math Interdisc	1637	619	38%	50%	7%	13%	23%
JCAST	Ag Business	1286	585	45%	60%	16%	15%	6%
JCAST	Animal Sci & Ag Ed	2181	878	40%	75%	5%	9%	8%
JCAST	Food Science & Nutrition	1075	462	43%	45%	15%	22%	16%
JCAST	Industrial Technology	505	178	35%	54%	4%	18%	21%
JCAST	Plant Science	1498	601	40%	63%	11%	20%	4%
JCAST	Viticulture & Enology	214	125	58%	75%	8%	10%	1%

KSOEHD	Counselor Ed & Rehab	1472	929	63%	45%	29%	19%	5%
KSOEHD	Curriculum & Instruction	1555	763	49%	40%	11%	22%	23%
KSOEHD	Ed Leadership Doc Program	449	323	72%	46%	13%	29%	6%
KSOEHD	Education Interdisc	668	298	45%	44%	17%	23%	10%
KSOEHD	Liberal Studies	566	230	41%	65%	7%	15%	11%
KSOEHD	Literacy, Early Bilingual & Special Ed	1889	1072	57%	34%	16%	32%	14%
LCOE	Construction Mgmt	952	468	49%	55%	17%	19%	9%
LCOE	Electrical & Computer Engineering	895	459	51%	57%	19%	16%	4%
LCOE	Mechanical Engineering	1074	612	57%	64%	17%	13%	3%
LCOE	Civil & Geomatics Engineering	1476	646	44%	57%	24%	13%	4%
SP	Smittcamp	156	133	85%	59%	17%	19%	3%
SP	Special Programs	193	74	38%	28%	12%	20%	26%

February 26, 2021

RESOLUTION

Expressing the view of the Department of Media, Communications and Journalism regarding faculty office hours.

WHEREAS office hours are an essential tool for students to communicate with faculty;

WHEREAS digital technology offers unprecedented opportunities for faculty to interact with students outside normal business hours;

WHEREAS the vast majority of classes have been offered entirely online during the COVID-19 pandemic, necessitating that faculty communicate with students using only remote means for that period;

WHEREAS faculty will have the option to continue offering classes online following the public health emergency;

WHEREAS students taking online classes require a reliable method to communicate with their professors, necessitating flexibility in how office hours are offered;

WHEREAS nearly all other California State Universities allow the modality of office hours to match that of the course being offered, meaning that entirely online classes offer entirely online office hours;

WHEREAS the principles of academic freedom are predicated on the idea that faculty are experts in their field and are the most knowledgeable about how to teach and interact with their students;

WHEREAS APM 338, which is entitled "Policy on Office and Consultation Hours," was last approved by the Academic Senate on April 25, 2011 and approved by the President on July 15, 2011;

WHEREAS digital technology has improved dramatically since 2011 and students now expect faculty to be available to engage with them using digital methods, often outside of normal business hours;

WHEREAS faculty spend many hours a week responding to email and engaging in other forms of electronic communication with students that did not exist in previous decades when office hour policies were originally framed;

WHEREAS a body of research contained as an Appendix to this Resolution increasingly suggests that students are more comfortable engaging with their instructors using digital means;

WHEREAS some students have legitimate difficulties or concerns about traveling to campus to meet with their instructors in a face-to-face setting;

Resolved, that the Department of Media, Communications and Journalism:

1. Finds that:
    . Faculty should have an option to offer office hours entirely online;
    a. The modality of office hours should adhere to that of the course being offered, meaning that entirely online classes should offer entirely online office hours unless the instructor believes otherwise; and —
    b. Faculty should be given the flexibility to interact with students using the means of their choosing, consistent with their status as experts in their fields, which is in turn established by their faculty appointments.
2. Calls on the Academic Senate to amend APM 338 at the earliest possible date to reflect the above findings and allow faculty to conduct office hours entirely online.
3. Calls on the university administration to honor the spirit and principles of academic freedom by allowing faculty to teach and interact with students in the manner their expert judgement leads them to conclude is best.
4. Sends a copy of this Resolution to the Interim President, the Interim Provost, the Chair of the Academic Senate, the Vice Chair of the Academic Senate, the Dean of the College of Arts & Humanities, the Associate Dean of the College of Arts & Humanities, and the Chair of Chairs.

Appendices
The Department submits the below Appendices as supplements to the Resolution.

Appendix A: Survey of all CSU Office Hour Campus Policies, page 3
Appendix B: Research about student engagement in office hours, page 7

APPENDIX A TO OFFICE HOURS RESOLUTION
OFFICE HOURS POLICIES – CSU CAMPUSES
From university websites, February 12, 2021
SUMMARY:

- **18 campuses with alternative requirements for office hours (mostly matching modality of teaching)**
- **3 campuses requiring face-to-face with alternatives by permission**
- **1 campus unclear of on-campus requirement**
- **2 campuses requiring on-campus office hours**

Campuses with Alternative Requirements for Office Hours

1. **CSU Channel Islands**

Programs may opt to create residency requirements for faculty in regards to the number of courses and sections that may be taught off-campus and/or online; in regards to physical/virtual office hours; in regards to service.

1. **CSU Chico**

   If an instructor is teaching a class to students in remote locations or a class that is substantially online, online or remote office hours are permitted with the approval of the Appropriate Administrator. In order to best promote the objectives of a course, the instructor determines the format of online office hours. For online students desiring to meet face-to-face, instructional faculty will provide reasonable opportunity for consultation.

1. **CSU Dominguez Hills**

   The site for holding office hours may be either on campus, in the field, online, or a combination thereof.

1. **CSU East Bay**

   The way in which office hours are held should be congruent with the mode(s) of instruction. For example, faculty teaching online courses may hold office hours online.

1. **CSU Fullerton**

   Office hours are held in the instructor's office or virtually at a time that is likely to be accessible to the students. Office hours shall be outside of scheduled class time

1. **CSU Humboldt**

   Instructors of online courses will schedule office hours accessible to their online students, or as determined by department policy.

1. **CSU Long Beach**

   Office hours can take the form of face-to-face meetings, phone conversations, and electronic communication. Because the way in which office hours are held should be consistent with the mode(s) of instruction, faculty teaching online, hybrid or field courses may schedule some or all of their office hours as determined in consultation with the department chair/school director.

1. **CSU LA**

   Faculty members shall schedule office hours consistent with the mode of instruction e.g., face-to-face, online, hybrid, or field-based modes.

1. **CSU Maritime**

A faculty member may offer office hours electronically after consultation with and approval of the department chair and dean. The promptness and level of student interaction should be comparable to face-to-face office hours.

1. **CSU Monterey Bay**
Instructors of online courses will schedule office hours accessible to their online students, or as determined by department policy.

For faculty teaching fully face-to-face courses, synchronous office hours shall be a physical presence in one's designated office space on campus or other place on campus that is convenient for students. In courses where the instruction is exclusively or primarily online, faculty shall have discretion in determining appropriate places and times for conducting the synchronous office hour(s).

1. **CSU Northridge**

Faculty who teach online courses must hold and report office hours via a chat room or other technology that facilitates faculty/student interaction.

1. **CSU Sacramento**

The methods of holding office hours shall be determined by department policy..

1. **CSU San Bernardino**

Types of Office Hours
2.1. Face-to-face office hours, typically held on campus
2.2. Office hours by appointment, usually held on campus
2.3. Virtual office hours, e.g. communication between the faculty and students in an online chat room, instant messaging, phone calls, email, or videoconferencing. In this type of office hours, the physical presence of the faculty on campus is not required.

1. **CSU San Francisco**

All faculty - tenured, tenure-track and lecturers - are urged to consult with their departments and to establish the time, frequency and manner of office hours appropriate to their teaching and advising schedule.

1. **CSU San Jose**

Allows departments to develop departmental guidelines for office hours that differ from this policy, to best meet the needs of their faculty and students.

Modes of student-faculty communication have expanded to include various forms of electronic communication including email, chat, and videoconference. Such technology is effective and expedient in responding to student needs. The Faculty Office Hours Policy is being made more flexible to allow faculty to communicate with students using the entire range of types of communication rather than being overly reliant on scheduled, in-person office hours.

1. **San Luis Obispo**

For normal classroom instruction, scheduled office hours should be held in-person in the faculty member's office. For online courses, scheduled office hours should be conducted in a synchronous online mode suited to the nature of the engagement with the enrolled students. Hybrid courses may warrant an appropriate combination of in -person and synchronous online office hours.

1. **CSU San Marcos**

The methods and frequency of office hours, virtual or in-person, will be clearly communicated to students. Faculty teaching a fully online course section must have a regularly scheduled office hour during which they are available through an on-online technology appropriate to the course (on-line discussion group, telephone, web chat, skype, etc.) and/or be available by appointment.

1. **CSU Stanislaus**

Aside from the CBA, it states: "Program faculty have responsibility for delivering advising services to students within their respective departments on matters related to the major degree programs of their departments."

No other mention of policies on office hours.

Campuses Requiring Face-to-Face Office Hours

1. **CSU Bakersfield (may vary with permission from Chair/Dean)**
   Full-time teaching faculty shall schedule office hours so they are on campus and available to their students and colleagues at least five hours per week, and for at least one hour per day at least three (3) days each week of the academic term, including finals week. Deviations from this policy that would result in fewer days and/or hours per week require the formal written approval of the department chair and the appropriate school dean.

1. **Fresno State (Must meet on campus weekly)**

Full-Time Faculty - All full-time faculty members, regardless of teaching modality, shall maintain an average of at least five office and consultation hours per week during which faculty members are available to either meet personally in their offices (office hours) or communicate electronically (consultation hours) with students.

1. **CSU Pomona (Two hours on campus weekly)**

Tenured and tenure-track faculty shall maintain a minimum of four office hours per week. Two of the hours must be face to face and conducted over at least two days

1. **CSU San Diego (Unclear about on-campus requirement)**
   All faculty members are required to have regularly scheduled office hours as part of their assigned direct instructional workload. A schedule of office hours and office phone number should be posted next to your office door, with a copy provided to the department/school.

1. **CSU Sonoma (May be altered from on campus)**
   The required availability will typically be posted, on-campus, in-person office hours (either drop-in or by appointment). An alternative mode for such availability, when appropriate to meet student or curricular needs, may be provided.

APPENDIX B
Background Research about Office Hours and Student Engagement
February 12, 2021

Summary:
- Students rarely attend traditional office hours due to work, schedules, inconvenience
- This is especially true with Latina and other students of color
- Students prefer to interact with professors over computer-mediated modes (email, Canvas, etc.) far more than strictly-scheduled, in person timeframes
- Office hour mandates are being revised due to COVID-19 lessons learned

Colleges and universities require faculty members to hold office hours and how they are held vary. Some require face-to-face, while others state that office hours should align with the modality of instruction. Because of COVID, instruction and office hours moved entirely online and has subsequently prompted many colleges and universities to question if traditional office hours (face-to-face) are becoming extinct or if they should at least be revised.

Office hours are considered an important tool to help foster communication and build faculty and student connections. However, research shows that students rarely attend office hours (Nadler and Nadler, 2000; Bippus, Kerney, Plax and Brooks, 2003). Some reasons why students are reluctant to attend faculty office hours include: conflicts in schedules, work, fear and that there are easier ways to contact the professor other than attending in-person office hours (Abdul-Wahab, Salem, Yetilmezsoy, and Fadlallah, 2019). As Brinkley (2020) stated, "in general, my students underutilize scheduled, traditional office hours." Moreover, findings from a recent study revealed that "Latina participants had extensive reasons as to why they chose not to attend faculty office hours, emphasizing feelings of confusion and uneasiness" (Aragon, 2019, p. 34).

Even before COVID, faculty frequently found themselves interacting with students through email or other computer-mediated communication tools far more than in person. Interactions between faculty and students through email don't just occur a scheduled "office hour" times, but throughout days/nights and even weekends. Meyers, Bishop, Sayee and Kelly (2004) found that computer-mediated technology are often students' preferable means of interacting with professors. Some faculty now state that office hours conducted over Zoom are better attended than face-to-face office hours. "Virtual meetings can be much shorter and the professor can

accommodate large groups when necessary" (Reed, 2020). Virtual office hours give both students and faculty more flexibility, privacy and provide more access (Reed, 2020). In addition, it may provide universities with better use of space. As Reed (2020) states, "far more students have shown up to faculty office hours through Zoom" and this is the point of office hours—interaction between faculty and students. If more students are interacting with faculty through computer-mediated tools, why wouldn't we consider alternative modes of conducting office hours? In addition, if a faculty member is teaching only online courses, wouldn't it stand to reason that he/she would meet with students virtually?

There are many advantages to virtual office hours. (*Connect4Education):*

- Virtual office hours benefit students whose work and/or school schedules conflict with the instructor's availability.

- Asynchronous methods (e.g., discussion forums) offer archival features making it possible for all students to benefit from conversations between faculty and students.

- Shy students may feel less apprehensive when communicating with their instructors online. Discussion posts give them the opportunity to think about their questions before posting and avoid the face-to-face interaction that might increase their anxiety.

- Synchronous methods provide the benefit of a timely response, and when online meetings occur in groups, instructors can avoid the task of replying to multiple emails from students asking the same questions.

- Virtual hours allow instructors to enact more flexibility by making themselves available later in the evening (or even on weekends) when many students are actually working on course assignments.

Course passing rates by course modality

All students	Passing rate (N of Grades)	Difference in passing
Face-to-face (in-person)	88.7% (57,972)	0.0%
Fully-online (digital campus)	88.5% (18,502)	-0.2%
Virtual-synchronous	87.3% (22,152)	-1.4%
Other Hybrid	86.3% (963)	-2.3%
Virtual-syn and asy mixed	85.6% (623)	-3.0%
HyFlex	85.6% (2,052)	-3.1%
Virtual-asynchronous	84.0% (8,282)	-4.7%
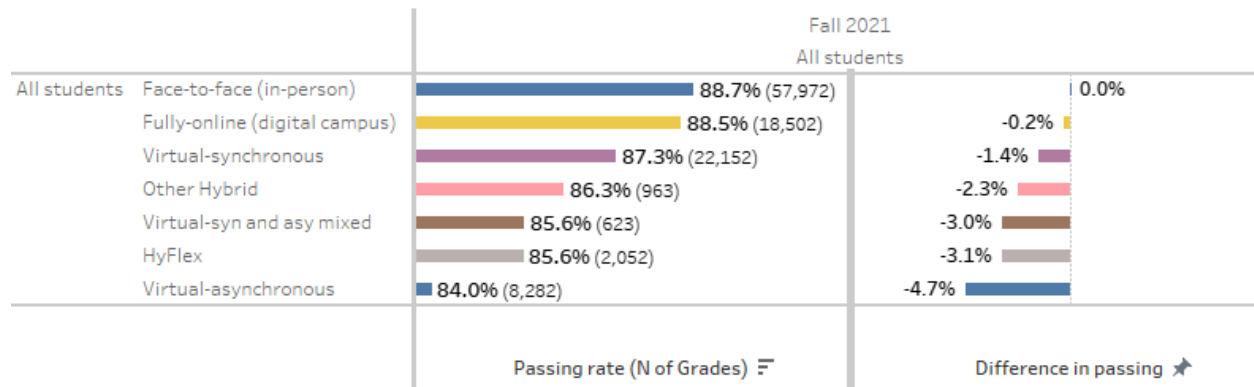
Pass Rates of GE Classes by Course Modality
Fall 2021

Area A
A1-Oral Communication (all in COMM)
A2-Written Communication (all in ENGL)
A3-Critical Thinking (widely dispersed across campus)

		Passing rate	Difference
A1	Face-to-face (in-person)	78.9% (1,317)	0.0%
	Virtual-asynchronous	73.8% (271)	-5.1%
	Virtual-synchronous	81.2% (372)	2.3%
A2	Face-to-face (in-person)	81.4% (1,165)	0.0%
	Virtual-synchronous	69.8% (198)	-11.5%
A3	Face-to-face (in-person)	76.0% (637)	0.0%
	Fully-online (digital campus)	83.3% (710)	7.4%
	Virtual-asynchronous	78.5% (409)	2.6%
	Virtual-syn and asy mixed	84.9% (206)	8.9%
	Virtual-synchronous	54.8% (210)	21.1%
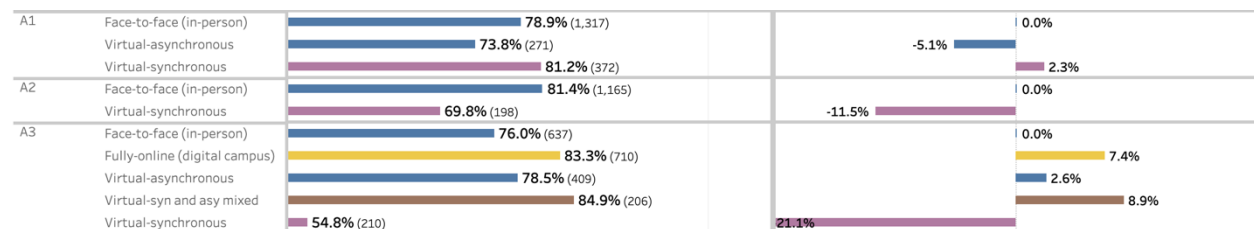
Area B
B1-Physical Sciences (CHEM, EES, and PHYS)
B2-Life Sciences (all in BIOL)
B4-Quantitative Reasoning (mostly in MATH)

		Passing rate	Difference
B1	Face-to-face (in-person)	74.9% (1,904)	0.0%
	Virtual-asynchronous	86.1% (604)	11.3%
	Virtual-synchronous	89.9% (71)	15.0%
B2	Face-to-face (in-person)	85.8% (657)	0.0%
	Fully-online (digital campus)	78.0% (143)	-7.7%
	Virtual-asynchronous	86.0% (592)	0.3%
	Virtual-synchronous	86.7% (404)	1.0%
B4	Face-to-face (in-person)	69.4% (1,275)	0.0%
	HyFlex	78.2% (211)	8.8%
	Virtual-asynchronous	66.1% (717)	-3.2%
	Virtual-synchronous	65.4% (501)	-3.9%

Area C
C1–Arts (all in CAH, multiple departments)
C2-Humanities (all in CAH, multiple departments)

C1			
Face-to-face (in-person)	89.9% (794)	0.0%	
Fully-online (digital campus)	78.0% (1,117)	-11.9%	
Other Hybrid	88.3% (148)	-1.6%	
Virtual-asynchronous	82.7% (383)	-7.2%	
Virtual-synchronous	81.7% (667)	-8.2%	
C2			
Face-to-face (in-person)	86.7% (1,079)	0.0%	
Fully-online (digital campus)	90.1% (379)	3.3%	
HyFlex	79.2% (261)	-7.5%	
Virtual-asynchronous	84.7% (343)	-2.0%	
Virtual-synchronous	78.8% (496)	-7.9%	
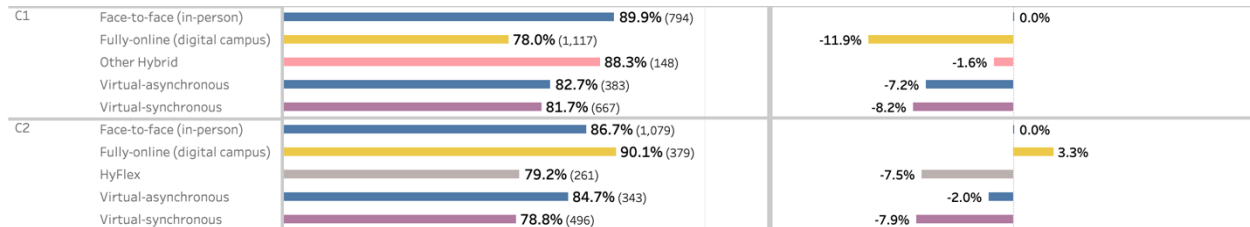
Area D
D1-American History (all in HIST)
D2-Social Science (mostly in COSS, multiple departments, but in other colleges too)

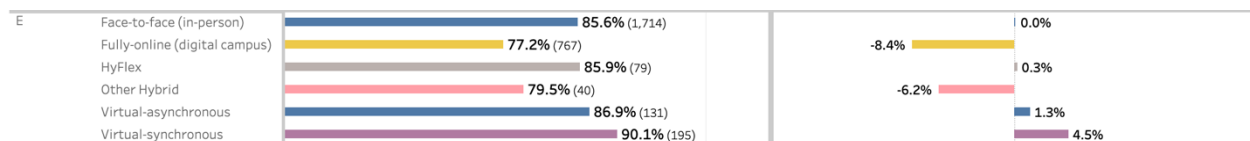| D1			
Face-to-face (in-person)	81.9% (1,121)	0.0%	
Fully-online (digital campus)	82.9% (194)	1.0%	
Virtual-synchronous	81.7% (554)	-0.2%	
D2			
Face-to-face (in-person)	81.4% (1,477)	0.0%	
Fully-online (digital campus)	87.2% (293)	5.8%	
Other Hybrid	78.7% (156)	-2.7%	
Virtual-asynchronous	64.7% (332)	-16.7%	
Virtual-syn and asy mixed	79.8% (101)	-1.7%	
Virtual-synchronous	84.8% (638)	3.3%	
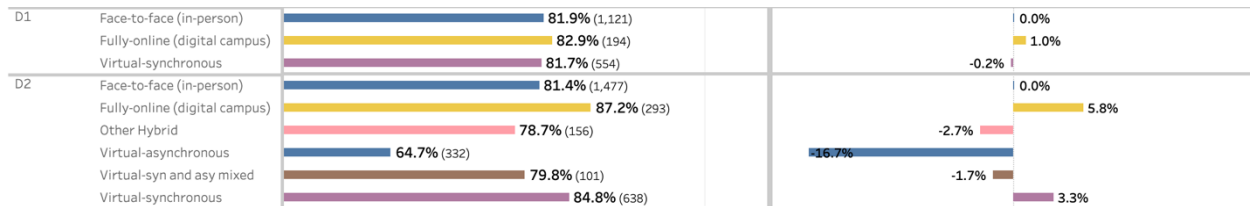
Area E - Lifelong Understanding and Self-Development (widely dispersed across campus)

E			
Face-to-face (in-person)	85.6% (1,714)	0.0%	
Fully-online (digital campus)	77.2% (767)	-8.4%	
HyFlex	85.9% (79)	0.3%	
Other Hybrid	79.5% (40)	-6.2%	
Virtual-asynchronous	86.9% (131)	1.3%	
Virtual-synchronous	90.1% (195)	4.5%	

Area F - Ethnic Studies (all in COSS, multiple departments)

F			
Face-to-face (in-person)	84.1% (391)	0.0%	
Fully-online (digital campus)	86.3% (139)	2.2%	
Other Hybrid	72.0% (25)	-12.1%	
Virtual-asynchronous	78.5% (66)	-5.7%	
Virtual-syn and asy mixed	88.9% (55)	4.8%	
Virtual-synchronous	90.6% (163)	6.5%	
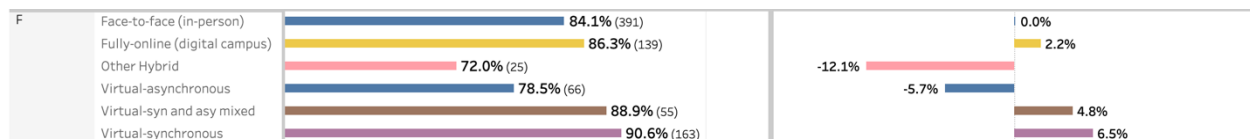
Area IB – Physical Universe and Life Forms (mostly in CSM)

IB			
Face-to-face (in-person)	90.0% (613)	0.0%	
Fully-online (digital campus)	93.8% (2,138)	3.9%	
Virtual-asynchronous	87.6% (133)	-2.4%	
Virtual-synchronous	88.5% (159)	-1.4%	
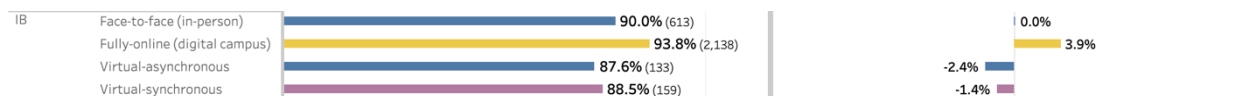
Area IC – Arts and Humanities (mostly in CAH)

IC			
Face-to-face (in-person)	90.2% (892)		0.0%
Fully-online (digital campus)	90.5% (753)		0.2%
Virtual-asynchronous	93.2% (372)		3.0%
Virtual-syn and asy mixed	87.9% (103)		-2.4%
Virtual-synchronous	90.1% (1,087)		-0.2%
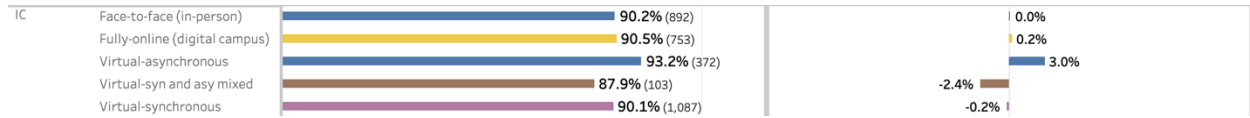
Area ID- Social, Political, and Economic Institutions (mostly in COSS)

ID			
Face-to-face (in-person)	91.9% (1,532)		0.0%
Fully-online (digital campus)	91.6% (1,607)		-0.2%
HyFlex	88.9% (21)		-3.0%
Other Hybrid	85.0% (104)		-6.9%
Virtual-asynchronous	58.2% (155)		33.7%
Virtual-syn and asy mixed	88.1% (70)		-3.8%
Virtual-synchronous	78.9% (211)		-12.9%
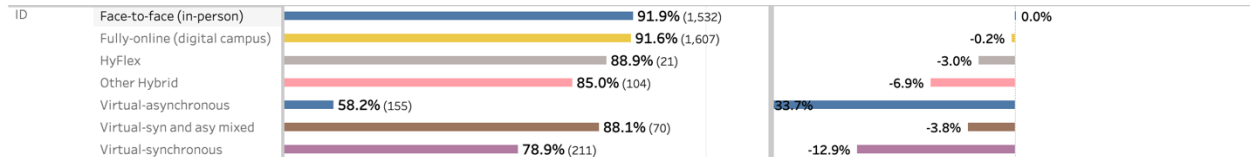
For the sake of comparison:
Non-GE

Non-GE			
Face-to-face (in-person)	91.2% (41,404)		0.0%
Fully-online (digital campus)	89.3% (10,262)		-1.9%
HyFlex	87.8% (1,480)		-3.4%
Other Hybrid	89.8% (490)		-1.4%
Virtual-asynchronous	89.8% (3,774)		-1.4%
Virtual-syn and asy mixed	87.8% (88)		-3.4%
Virtual-synchronous	89.3% (16,226)		-1.9%