Pandemic Learning

In each of two categories below, answer as many of the questions as apply. The goal is to compile the information from this PPA into a Senate report with both information and recommendations, so please provide answers to any of the questions that are meaningful to you and your colleagues.

1. Pandemic Faculty Learning
    a. What professional development has been completed or experienced by the faculty in your department? In your answer indicate types, general topics, estimated amount of time, and sources.
    b. Was there a standout, most useful type or source?
    c. Did your department experience changes in faculty interactions during the pandemic? If so, is there anything that you plan to continue?
    d. If you taught online previously, did your methods of teaching and/or interacting with students change? Since students did not have a choice as to the modality of their classes, did you notice differences in performance, expectations, abilities of your students?
2. Pandemic Student Learning
    a. What were some of the most effective strategies used in your department for student-to-student interactions? What are some of the strategies that you would like to further develop?
    b. What were some of the most effective strategies used in your department for faculty-to-student interactions? What are some of the strategies that you would like to further develop?
    c. Which course outcomes or objectives were the most challenging for the online environment? Why was this? Include the kind of online environment (synchronous/asynchronous/hybrid) in your answers if that makes a difference.

Online Equity

Please answer both of the following questions

1. Data
    a.   -2021. (**Enrollment & Success Data 2017-18AY - 2020-21AY** spreadsheet). This is a year in which almost all instruction was fully online. It was also a year where the pandemic had a disproportionate impact on many of our students. Considering that the 2020 - 2021 academic year was taught fully online for almost all disciplines, compare the overall success rates for this year to previous years F2F and DE (if applicable). Is there a noticeable difference?
2. Practices Shown to Reduce Equity Gaps
    a. There are research-based practices that improve equity gaps in online teaching and learning. The Peralta Online Equity Rubric is based on this research. Online

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