

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. Look at your department's course Success Rates for 2020-2021. (**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

course equity gaps have been shown to be reduced by these “high impact” online practices. Discuss your department’s use of these practices, including:

- Which are currently being used?
- What are some of the strategies that need to be further developed and more widely used?

Success in Major Required Courses Disaggregated (gender/ethnicity)

Please answer all of the following questions.

1. Look at the spreadsheet showing areas of concern in pink and areas of success in green. These cells represent values more than 2 percentage points above or below the college average.
 - a. Are there any areas of concern or success among the Major Required Courses in your program(s), when disaggregated by race/ethnicity or gender, according to the [SSEC Success Analysis Dashboard](#)?
 - b. What qualifies them as an area of concern and/or highlights their success? (e.g., Course success rates for female and Hispanic students in BIO-5, BIO-6 and BIO-6L have been higher than expected (green) since 2020 SP.)
 - c. Please provide any practitioner, programmatic or institutional factors that you believe contributed to these equity concerns or success. (e.g., We launched an interactive online tool that allows students to practice ... during the pandemic.)
 - d. Based on your experience in the classroom, are there any equity gaps that are not indicated in the data?

Planning

Based on all your reflections above, please answer at least one of the following questions.

1. Pandemic Conclusions
 - a. What are some examples of things that your department started during the pandemic that you think worked well and that your department (or individual members) plans to continue.
 - b. Include anything else here that you would like to capture in the story of your pandemic semesters that would be helpful moving forward.
2. Action Plan
 - a. What plans does your department have for improvement? List one or two departmental goals that come from the reflections above.