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Instructional and Operational Continuity Guidance Memorandum No. 20-15
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Senate Fall 2021 Planning Task Force on Academics and Student Support
Executive Summary of Recommendations

This document provides a high-level summary of the task force's primary recommendations. Please see the full recommendations for an overview of the planning process, a discussion of the expected instructional context in Fall 2021, a complete version of each recommendation, and supporting data.

Recommendations

- Communication: Active and frequent communication with students has been essential throughout the pandemic and has been greatly valued by students; efforts should be made to continue these communication strategies.

    o Strategies include following up more regularly with students who miss work or class, posting moreregular course updates on Brightspace, and holding optional virtual meetings or office hours for students.

- Course Modality:

    o *Face-to-Face Courses*—Instructors can offer their face-to-face courses as they did before the pandemic, but should consider how they can continue to leverage new technologies and other innovations utilized during the pandemic to enhance student learning, support, and engagement.

    o *Hybrid Courses*—All hybrid courses should be listed and fully described in the schedule of classes. Instructors should take steps before the start of the Fall 2021 semester to ensure that students understand expectations for in-person attendance. Courses should not be changed from a fully face-to-face or fully online modality to a hybrid modality without going through the proper approval channels.

    o *Synchronous Online Courses*—Instructors should generally avoid using virtual class time to deliver uninterrupted course lectures and instead should employ active-learning techniques to keep students engaged. Instructors cannot change the modality of online courses from synchronous to asynchronous or especially from asynchronous to synchronous after students have started enrolling in the course.

    o *Asynchronous Online Courses*—Instructors should consider creating opportunities for virtual or in-person interaction with their students, as students have reported greatly valuing the opportunity to meet and engage with instructors.

- Livestreaming and Recording of Classes: Unless it is to support students who cannot come to a face-to-face class for a limited period of time due to illness or emergency, especially COVID-19 self-quarantines and isolations, the task force does not recommend the livestreaming or recording of class sessions for general student usage.

- Accommodations for Students Who Cannot Attend In-Person Classes for a Limited Period of Time: The task force urges instructors to continue to be flexible and accommodating to students who cannot attend face-to-face classes for a period of time due to illness or emergency, but the decision on what accommodations to provide, if any, is ultimately at each instructor's discretion.

- Support for First-Year Students: Due to the wide variety of learning modalities, supports, and challenges that our Fall 2021 beginners likely encountered during their senior year of high school, we anticipate that many students will be less well-prepared entering college than most of our pre-pandemic cohorts. Instructors should take steps to help students understand course expectations, progress, and performance.

- Office Hours, One-on-One Meetings, and Group Work: Instructors should utilize the pedagogical approaches they deem most appropriate for meeting course learning outcomes. For one-on-one and group meetings outside of class, students have expressed strong support for the added flexibility that virtual meetings provide.

- Please see the full document for additional recommendations on community engagement, faculty and staff travel and professional development, and wellbeing and mental health.

Senate Fall 2021 Planning Task Force on Academics and Student Support
Recommendations

Task Force Charge
The task force was established by the Senate Executive Committee, with input from the Educational Policy Committee and Faculty Affairs Committee, at the request of the Vice Chancellor for Academic Affairs. The Executive Committee issued the following charge to the task force:

1. Elect your own chair to help coordinate your efforts.
2. Develop a set a [of] recommendations that will help to guide faculty and administrators as theyprepare for effective and compassionate teaching during the fall semester 2021 (and maybe beyond).
3. Have your set of recommendations ready by Wednesday of Finals Week, May 5, at the latest so that the Executive Committee (acting on behalf of Senate as a whole) can have a final look at it before they get sent to the VCAA for further consideration and implementation.

Task Force Membership
The composition of the task force was determined by the Executive Committee.

- Alex Backer, Student Government Association
- Farah Combs, College of Liberal Arts
- Rama Cousik, School of Education
- Adam Dircksen, CELT and Educational Technologies Team
- Barry Dupen, College of Engineering, Technology, and Computer Science
- Steven Hanke, Doermer School of Business
- Jeff Malanson, Strategic Planning and University COVID-19 Point of Contact, chair
- Mark Masters, College of Science
- Ann Obergfell, IU Fort Wayne
- Kari Smith, Registrar
- David Steffens, College of Visual and Performing Arts

Baseline Planning Scenario and Assumptions
This baseline planning scenario established the essential expectations and assumptions for what the Fall 2021 semester will look like and was the foundation for all planning work.

- Every instructor, staff member, and student can be fully vaccinated against COVID-19 by August 2021
- Instructors who normally teach in-person courses will be back in the classroom
- Students enrolled in in-person courses will be back in the classroom
- Employees who are working remotely or on a hybrid schedule due to the COVID-19 pandemic will return to being 100% on campus
- Re-densification will occur in classrooms, workspaces, and event spaces across campus
  - Event spaces (e.g., Auer Performance Hall and the Walb International Ballroom) will no longer be used as large, socially distanced classrooms
- Current face mask and social distancing protocols will remain in effect throughout the Spring 2021 semester
- Summer 2021 courses will primarily be offered online (as is the summer norm); in-person courses will generally maintain current COVID protocols, including the use of face masks, pending new guidance from the CDC and/or local health officials

   o Until such time as all of our students have had a reasonable opportunity to get fully vaccinated, the university has an obligation to maintain current health and safety protocols

Note: All planning and recommendations are subject to change based on virus prevalence and vaccine availability throughout summer 2021.

Task Force Survey on Student Pandemic Experiences and Post-Pandemic Expectations

As a first step in developing its recommendations, the task force felt that it was important to collect qualitative data from students and faculty about how students have experienced the 2020-21 academic year and what their expectations are for Fall 2021.

Both surveys were distributed to faculty with an invitation to (1) complete the faculty survey, and (2) share the student survey with their students with an encouragement to complete it. The task force hoped that the individual outreach would be more effective at generating student awareness of the survey and a willingness to complete it than sending additional mass emails.

The student survey received 350 responses. The faculty survey received 83 responses. A full summary of survey results can be found starting on page 10. Recommendations where survey input directly informed the task force's thinking have been highlighted throughout this document.

Expected Fall 2021 Instructional Context

The most important instructional challenge we anticipate encountering in Fall 2021—aside from COVID-19, which will continue to be an important consideration in all aspects of university operations for the foreseeable future—is the impact that the pandemic and resulting modality, operational, and pedagogical changes have had on student learning. As the university starts to look and feel more like it did prior to the pandemic, it is essential that we do not forget the disruptions to student learning that COVID-19 has caused. Many of our students may be largely unaffected and will be fully ready to progress in their educations. For many other students, though, they will enter the university or enroll in upper-level courses less well prepared than we are accustomed to seeing.

We can broadly see our students in four groups:

- Graduate students with varying experience at Purdue Fort Wayne
- Returning undergraduates who started at Purdue Fort Wayne before the pandemic and have a foundation for college-level work and expectations under "normal" conditions
- Returning undergraduates who started at Purdue Fort Wayne during the pandemic and do not have a strong foundation for college-level work and expectations under "normal" conditions
- New undergraduates who will start at Purdue Fort Wayne in Fall 2021 whose final three semesters of high school were significantly affected by the pandemic

Among the most important academic considerations when attempting to understand the conditions we expect to encounter in Fall 2021 is the learning modality students have experienced since March 2020. Historically, virtually all first-year students have learned in a face-to-face format throughout high school. For the past 18 months, many students have experienced high school in online, hybrid, and/or socially

distanced face-to-face modalities.[1] Anecdotally, the vast majority of students attending online and especially in hybrid modalities have primarily learned through watching livestreamed or recorded class sessions, which has potentially left them disengaged and thus negatively impacted their learning and preparation for college. Returning students have had significantly less face-to-face contact and engagement with instructors and peers than their predecessors. While an examination of Fall 2020 grade distributions suggests that undergraduates did not perform significantly differently than in prior years or in face-to-face compared to online courses (see chart 1; charts start on page 13), we know that:

- Many instructors taught online for the first time in Fall 2020 and gave A's at a higher rate in all course levels than either instructors who had taught online previously or instructors who taught face-to-face courses (see charts 2a through 2d)
- Synchronous online courses were offered during the 2020-21 academic year in a volume never previously witnessed at Purdue Fort Wayne
- Many students livestreamed face-to-face courses for the sake of convenience rather than due to required COVID-19 self-quarantines or isolations
- Many courses listed in our records as face-to-face in both Fall 2020 and Spring 2021 were offered in either a hybrid format (by instructor choice or to meet classroom social distancing requirements) or were moved entirely online for at least portions of the semester
    - Courses that underwent a modality change after the start of the semester were most likely not designed as effective online experiences
    - In-semester modality changes were strongly objected to by students, as reflected in the Student Government Association's Fall 2020 COVID-19 Impact Survey

These factors strongly suggest that, even if a student's grades were not meaningfully different in 2020-21 than in prior years, we can expect that many students will have learned, retained, and developed less than we would traditionally expect.

It will also be important for instructors to remember that while the COVID-19 vaccine should significantly reduce the need for students to self-quarantine or isolate, not all students are able to get vaccinated, not all students will get vaccinated, and those who have been vaccinated may still be required to self-quarantine or isolate if they should develop symptoms after a COVID-19 exposure.

While instructors, advisors, and other student support units should consider all of the above for all students, the recommendations that follow are especially attentive to the potential needs of first-year students. We want to ensure that we, as a university, do everything possible to fully understand and support these students as they make the difficult transition from a significantly modified high school learning experience to a more traditional college environment.

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[1] In conversations with school officials throughout Indiana and in neighboring states, Admissions has found a variety of learning modalities, with almost all schools a remote option available for interested students. Here is a general summary of Admissions' findings:
- Schools in north and northeast Indiana are operating primarily in person
- Schools in northwest Indiana and Illinois feature a mix of in-person and rotating schedules; schools in Chicago are virtual or hybrid
- Schools in central Indiana are primarily in person; some Indianapolis schools have operated for portions of the year in fully virtual and hybrid formats
- Schools in southern Indiana and Kentucky are on rotating schedules
- Limited information from Ohio indicates primarily in-person instruction

Task Force Recommendations

Communication

One critically important finding from the task survey that cuts across all recommendations is the importance of communication with students. More than a quarter of faculty responses (26) on what modifications they made to their courses reflected an increased effort to proactively communicate with students about course and assignment expectations, status of work, and overall student wellbeing. Nearly a quarter of student responses (73) on the question of what advice they would give to new students was to communicate with their professors and advisors. Students see their professors as an important and valuable resource and faculty report positive results from added efforts to communicate.

A simple example of effective communication is posting course information in Brightspace. The most frequent student response on the advice question dealt with time management and organization (94 responses), with many of those students specifically offering an encouragement to regularly check Brightspace for course information. Students report liking Brightspace, so doing more to share critical course information in this venue can make a positive difference.

Conversely, in both the task force survey and the Student Government Association's COVID-19 Impact Survey, students expressed significant frustration and dissatisfaction with instructors who do not regularly communicate with them and with whom they are unable to meet synchronously (whether in person or virtually). Students attach a great deal of value to being able to build relationships with their instructors and indicate greater difficulty in courses where that is not possible.

Course Modality

With the exception of instructors who have an ADA accommodation to continue working remotely and for whom it is necessary to continue teaching online, all decisions on course delivery modality should be driven by pedagogical considerations, with an understanding that the vast majority of the university's students are enrolled in face-to-face programs.

- The schedule of classes for the Fall 2021 semester was developed with an understanding that courses and instructors that have traditionally been on campus will be on campus.
- Barring broader public health orders requiring the university to pivot to remote operations, no courses should change modality after students have started registering for classes, or especially after the beginning of the semester.
  - If a course needs to change modalities before the start of the semester—including changing the delivery method of an online course (or the online component of a hybrid course) from asynchronous to synchronous or vice-versa—the course should be canceled and a new section with the updated modality should be created so that students have an opportunity to make an informed choice as to the modality of the course in which they are enrolling.
    - Course registration for Fall 2021 classes began on March 29, 2021; every possible effort should be made to avoid making further modality changes to courses in which students have already enrolled, as changing the modality— especially from asynchronous online to any modality that has a required meeting time—will likely create time conflicts for enrolled students.
  - During the semester, a course may be required to temporarily change modalities in the event that an instructor needs to self-quarantine or isolate for COVID-19-related reasons, but such a change should be of limited duration after careful consultation and communication with the department chair and enrolled students.

- Faculty find CELT's [one-on-one consultations](#) and various [workshops](#) helpful as they prepare and deliver courses in different modalities.

Face-to-Face Courses
Pending a final determination of classroom health and safety protocols for Fall 2021, including the use of face masks, face-to-face courses can operate as they did prior to the pandemic. Instructors should consider how they can continue to leverage new technologies and other innovations utilized during the pandemic to enhance student learning, support, and/or engagement. For example, instructors shared in the task force survey that they used Brightspace to communicate with students rather than email, that they used virtual tools such as OneNote and Scribble Together as a virtual blackboard/whiteboard, etc.

See page 7 for specific guidance on livestreaming and recording class sessions.

Hybrid Courses
During the 2020-21 academic year, instructors were given wide latitude to offer their courses in a variety of hybrid modalities without notifying the Registrar or going through normal approval channels. While such modifications were often necessary for health and safety reasons, reports from students indicate that there was far too much uncertainty, inconsistency, and confusion about expectations for in-person versus remote attendance. Moving forward, all hybrid courses must be listed as such in the schedule of classes and any instructor who wants to offer their course in a hybrid modality must go through the normal approval processes.

- Given the historically poor performance of first-year students in online courses, 100-level courses and others offered primarily to first-year students should not be offered in a hybrid format unless they have successfully been offered in that modality prior to the 2020-21 academic year.
- Instructors of hybrid courses should ensure that complete and accurate information about their course is included in the schedule of classes and should communicate with their students before the start of the Fall semester to explain the functioning of the hybrid course and expectations for in-person attendance; instructors should ask for a return communication from their students to confirm their understanding of these expectations.
- For the online portion of hybrid courses, instructors should carefully weigh whether synchronous or asynchronous instruction will best meet course learning outcomes. In either case, instructors should design the online portion of the course using best pedagogical practices to maximize student learning and engagement.
- Faculty may choose to consider [PFW's Online Course Design Review Standards](#) as they design the online portions of their courses. Additionally, these [Active Learning While Physical Distancing Strategies](#) may be helpful. Note this is a "living document" and is updated and changed as new information and strategies are identified.
- Please also see the Fort Wayne Senate Faculty Affairs Committee's ["Recommended Practices for Hybrid and Online Courses."](#)

Synchronous Online Courses
The 2020-21 academic year introduced far more synchronous online courses than the university has ever previously offered. While there is an understandable appeal to this modality, especially among students, it is important that instructors of synchronous online courses still follow best practices for online instruction.

- Most importantly, for synchronous online courses where the instructor and all students are virtual, instructors should avoid simply using the online time to provide uninterrupted course lectures and should instead emphasize active learning, group work, individualized instruction and feedback, and broader interaction and engagement. Short lectures to introduce, recap, or summarize course learning can be effective tools, but lengthy lectures in the online format are counterproductive for student learning and engagement.
  - CELT recommends short lectures (~10 minutes) provided as instructional videos that students are expected to watch before attending class, with a short accountability quiz before the synchronous meeting. Watching the video before the class session increases the likelihood that students will show up to the synchronous session prepared to participate in well-guided active learning.
- Instructors cannot change the modality of an online course from synchronous to asynchronous or especially from asynchronous to synchronous after students have started registering for courses.
- We are investigating the potential for setting aside learning spaces on campus for the use of students enrolled in synchronous online courses.
- The Registrar, Division of Continuing Studies, and ITS are working to implement changes to how synchronous and asynchronous courses are listed in the schedule of classes to make it easier for students to identify the specific modality of the course in which they are enrolling. The hope is to have this implemented in time for Spring 2022 course registration.

Asynchronous Online Courses
From a course design perspective, asynchronous online courses were largely unaffected by the pandemic. In both the student task force survey and the SGA survey, students expressed dissatisfaction with courses in which they did not have the opportunity to see or directly engage with their instructors. While asynchronous courses should not add required course meetings that are not listed in the schedule of classes, instructors may consider holding virtual office hours or scheduling additional optional and/or individual meetings to give students the opportunity to meet and interact with them.

Additionally, some asynchronous strategies can be used to build a sense of student-instructor collaboration. For example, engaging instructional videos and the use of regular announcements, promptly grading assignments and providing feedback (particularly using Brightspace's Video/Audio feedback tools), and the use of Intelligent Agents in Brightspace. It cannot be underestimated that students' sense of instructor presence is clearly amongst the strongest contributors to student satisfaction, student success, and student retention. This is true regardless of course modality, however, online modalities certainly require more intentionality to build presence.

Livestreaming and Recording of Classes
Thanks to the significant efforts of ITS, essentially all general usage classrooms now have the ability to livestream and/or record face-to-face class sessions via Zoom or Kaltura.[2] A great many faculty have been livestreaming/recording classes throughout the current academic year to more fully meet the challenges posed by the pandemic and to better support our students; however, the results of such efforts have been mixed.

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[2] In addition to Zoom, instructors have also used Webex, Microsoft Teams, and other applications to livestream their courses. CELT currently recommends that instructors use Zoom, which easily integrates into Brightspace, is familiar to most students, and is freely available to all Purdue Fort Wayne instructors.

Livestreaming allows students unable or unwilling to attend classes in person the ability to attend virtually (and potentially to participate, depending on the pedagogical strategies employed by the instructor) so as to not fall behind in their course progress. Many students have expressed strong support for continued livestreaming of classes and the flexibility to vary their mode of attendance (i.e., in person or via the livestream) at their discretion.[3] Anecdotal information from faculty and students indicates that livestreaming has had a positive impact on class attendance, affording students who may have otherwise stopped attending class an easier path to continuing.

While popular with students and potentially helping bolster overall attendance rates, many faculty members have reported through the survey and other venues that livestreaming has negatively impacted <u>in-person</u> attendance. This has direct and often negative impacts on student engagement, learning, and performance, especially in first-year courses.[4]

The ready availability of the COVID-19 vaccine necessarily changes the role that livestreaming and recording should play in supporting our students. As a general rule of thumb, livestreaming and/or recording of face-to-face courses is not recommended by CELT and other experts on effective instructional pedagogy unless it is to specifically support students who cannot attend class for a limited period of time due to illness or emergency, especially required COVID-19 self-quarantines or isolations. The task force does not recommend livestreaming or recording class sessions for general student usage, especially in those courses aimed primarily at first-year students.

As indicated above, the necessary exception to this recommendation should be students who cannot attend class for a limited period of time due to illness or emergency. In those situations where livestreaming and/or recording will be allowed, instructors should (1) ensure that they are properly trained in how to use the relevant technology; (2) have a strong understanding of best pedagogical practices in delivering classes simultaneously to students attending in person and virtually, including how best to engage the virtual students through discussion, activities, application of content, etc.; (3) clearly communicate to students when virtual attendance is permissible and when a return to the classroom is expected; and (4) direct students to appropriate resources, such as the ITS Help Desk, when they have technology questions.

<u>Accommodations for Students Who Cannot Attend In-Person Classes for a Limited Period of Time</u>
The pandemic has made us consider new ways of supporting students who cannot come to class but has also helped us to understand the need to deploy these support mechanisms strategically. (See, especially, the previous section on livestreaming and recording of class sessions.) While the task force urges instructors to continue to be flexible and accommodating to students who cannot attend class for a period of time due to illness or emergency—especially required COVID-19 self-quarantines and

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[3] The most popular response on the student survey question asking what students hoped would stay the same in Fall 2021 was the option to livestream their courses (79 responses; an additional 56 responses referenced online course options, many of which were likely referring to livestreaming). On the faculty survey question about student expectations for Fall 2021, 13 faculty members responded that students expected to continue having the option to livestream their courses.

[4] On the faculty survey question about how students have handled the current academic year, multiple faculty members specifically indicated that first-year students were struggling more noticeably in hybrid, livestreamed, and online courses than were upper-level students.

isolations—the decision on what accommodations to provide, if any, is ultimately at each instructor's discretion.

- Students and faculty alike in the task force surveys offered extensive positive feedback on how increased support and flexibility this year has had a positive impact on student wellbeing, performance, and persistence.
- It would be reasonable for instructors to require that students seeking an accommodation to attend class virtually for a limited period of time must go through the CARE process to report their circumstances to the university. As part of this process, students should inform their instructors as to when they anticipate returning to class. Barring medical complications that delay this return, instructors should hold students accountable for returning to class.
    - o For additional information on CARE Team processes, please see these plans of action for when a student self-reports a COVID-19 case or self-quarantine.
- The process or criteria an instructor establishes for determining when they will provide accommodations should be clearly spelled out to students in course documentation (e.g., the syllabus and/or Brightspace) and should be clearly explained on the first day of class.

Support for First-Year Students
Due to the wide variety of learning modalities, supports, and challenges that our Fall 2021 beginners likely encountered during their senior year of high school, we anticipate that many students will be less well-prepared entering college than most of our pre-pandemic cohorts.

- We will be collecting data throughout New Student Orientation to better document the senior-year modalities and modes of learning our incoming students have experienced.
- Instructors teaching first-year students should:
    - o Communicate with students before the semester begins, and consider opening their Brightspace sections before the first day of class, to give students a head start on understanding course expectations and learning how to navigate Brightspace
    - o Make an effort early in the semester to better understand the preparation levels of their students and if any modifications to normal course content or pacing may be required
    - o Take steps to help students meaningfully understand their course progress and performance at key points in the semester
    - o Provide midterm grades to help students and their advisors understand course progress and performance
- PFW and the Purdue University System are actively working to add additional tools and predictive analytics features to Brightspace to further support and advance student support efforts.

Office Hours, One-on-One Meetings, and Group Work
In face-to-face classes, instructors should utilize the pedagogical approaches they deem most appropriate for meeting course learning outcomes. In out-of-class meetings, including office hours, instructors should feel free to meet with students individually or in small groups, in person or online. Students report that the extra flexibility that virtual meetings with instructors and advisors provide has made it easier for them to connect and get help.

Student-Facing Units and Personnel
All units with student-facing responsibilities should ensure that they have adequate employees on campus ready to interact with and support students during normal business hours, both over the summer and throughout the academic year.

- Working with senior leadership, some units may also consider having staff work adjusted schedules to maintain virtual availability to support students beyond the hours of the traditional workday.

Community Engagement
Community Engagement is a core part of the university's mission and strategic plan. It is essential for student learning that students have as many opportunities as possible to safely participate in community engaged experiences, including internships and service learning. It is also important that the university take the necessary steps to safely welcome visitors to our campus to attend student performances and to participate in department curricular and co-curricular activities.

- It is generally best practice for faculty or staff to make the initial outreach to potential community partners, especially as it relates to understanding and clearly communicating each organization's health and safety protocols.
- Participants in department curricular and co-curricular activities may include, but are not limited to, professional mentors/partners for student and faculty research projects, interns supporting faculty research, and members of industry advisory and community engagement boards.

Faculty and Staff Travel/Professional Development
While budgetary realities may necessarily limit travel and research funding available to faculty and staff during the 2021-22 academic year, an effort should be made, as resources allow, to support critical travel and off-campus work by pre-tenure faculty and other faculty and staff that will support tenure cases and/or otherwise directly benefit the university. Externally funded travel for research and professional development will be permitted in accordance with Purdue System travel guidelines.

Instructor, Staff, and Student Wellbeing and Mental Health
The pandemic has been incredibly challenging in a wide variety of ways for a great many members of our university community; while the ready availability of COVID-19 vaccines will allow for a return to some level of normalcy in the 2021-22 academic year, the return to campus and face-to-face instruction and engagement may represent a stressful period of transition for many instructors, staff, and students.

We should all do our very best to continue to demonstrate compassion and understanding as we support each other and our students.

- The university has a variety of resources available to support its employees and students, including:
  - Academic Affairs Concerns Team
  - Employee Assistance Program
  - CARE Team
  - Student Assistance Program / Counseling Services
  - Student Support Services
  - Disability Access Center (formerly Services for Students with Disabilities)
  - Student Success Coaches

     ○   Department chairs and supervisors
     ○   Student instructors and advisors

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Summary of Task Force Survey Findings

In designing the student and faculty surveys, the task force wanted them to be brief and wanted to give respondents the ability to discuss the issues that were most important to them. For these reasons, both surveys were built around open-ended questions rather than multiple choice questions with a pre-determined set of responses. There were strengths and weaknesses to this approach, but on balance the task force found the results to be useful and informative.

For open-ended questions, a simple content analysis and categorization was performed; only responses that were offered at least five times have been listed here.

Student Survey on Pandemic Experiences and Post-Pandemic Expectations

1. I am a:

Purdue Fort Wayne student	335	95.7%
IU Fort Wayne student	15	4.3%
TOTAL	**350**	

2. I am currently a:

Freshman	74	21.1%
Sophomore	75	21.4%
Junior	75	21.4%
Senior	93	26.6%
Graduate student	28	8.0%
Other	5	1.4%
TOTAL	**350**	

3. Thinking about your experience at Purdue Fort Wayne this academic year, what do you hope will stay the same next year?

Livestreaming courses	79	23.0%
Online courses	56	16.3%
Flexibility	39	11.4%
People (friendly, helpful, etc.)	37	10.8%
In-person courses	34	10.3%
Public health and safety	25	7.3%
Support	17	5.0%
Smaller class sizes	15	4.4%
Face masks	15	4.4%
"Nothing"	13	3.8%
Events	13	3.8%
TOTAL	**343**	

4. Thinking about your experience at Purdue Fort Wayne this academic year, what do you hope will be different next year?

More in-person courses	78	28.7%
No face masks	56	20.6%
More (in-person) events	50	19.1%
Back to normal	45	16.5%
Don't change anything	24	8.8%
More online courses	10	3.7%
Better face mask enforcement	9	3.3%
TOTAL	**272**	

5. Based on your experience over the past year, what tips for success would you share with students new to Purdue Fort Wayne in Fall 2021?

Time management / organization	94	29.0%
Communication with your professors / advisors	73	22.5%
Discipline / perseverance	33	10.2%
Do your work	29	9.0%
Talk to classmates / make friends	28	8.6%
Be in person / show up	27	8.3%
Be kind / go with the flow	22	6.8%
Work-life balance	14	4.3%
TOTAL	**324**	

Faculty Survey on Student Pandemic Experiences and Post-Pandemic Expectations

1. I teach:

Mostly first-year students	10	12.0%
Mostly upper-level and/or graduate students	14	16.9%
A mix of students from all grade levels	59	71.1%
TOTAL	**83**	

2. I teach:

Mostly face-to-face	41	49.4%
Mostly online	23	27.7%
A relatively equal mix of face-to-face and online	19	22.9%
TOTAL	**83**	

3. How well do you think that your students have handled the current academic year?

Well / same as usual	36	44.4%
Some well, some not well	29	35.8%
Not well	16	19.8%
TOTAL	**81**	

4. What modifications (if any) have you made to your classes to try to better support your students this year? What do you see as the result(s) of these modifications? (Please note any differences between face-to-face and online courses.)

More outreach to / communication with students	26	26.8%
Increased use of technology (including Brightspace)	23	23.7%
Livestreaming of class sessions	22	22.7%
Increased flexibility	19	19.6%
Recording of class sessions	7	7.2%
TOTAL	**94**	

5. What are your perceptions of student expectations for the Fall 2021 semester?

Back to normal / more in-person courses	53	65.4%
Don't know	15	18.5%
Availability of livestreaming	13	16.0%
TOTAL	**81**	

6. What changes can instructors and/or the university make to better support students in the Fall 2021 semester?

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Continue to provide added support / flexibility	22	34.4%
Clear communication	13	20.3%
Be on campus	12	18.8%
Leverage virtual capabilities and tools	11	17.2%
Build relationships with students	6	9.4%
TOTAL	**64**	

In addition to the above surveys, the task force also considered the Student Government Association's Fall 2020 COVID-19 Impact Survey and *Inside Higher Ed*'s "COVID-Era College: Are Students Satisfied?" survey of 2,000 undergraduates at 120 institutions on pandemic experiences and post-pandemic expectations.

Charts
This data was provided to the task force by Institutional Research.
Chart 1. Undergraduate student grade distribution by modality, Fall 2017 – Fall 2020.
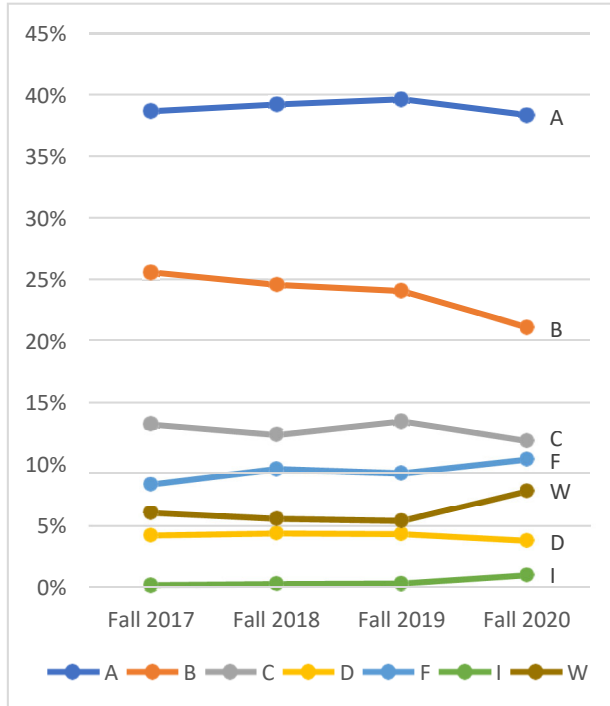
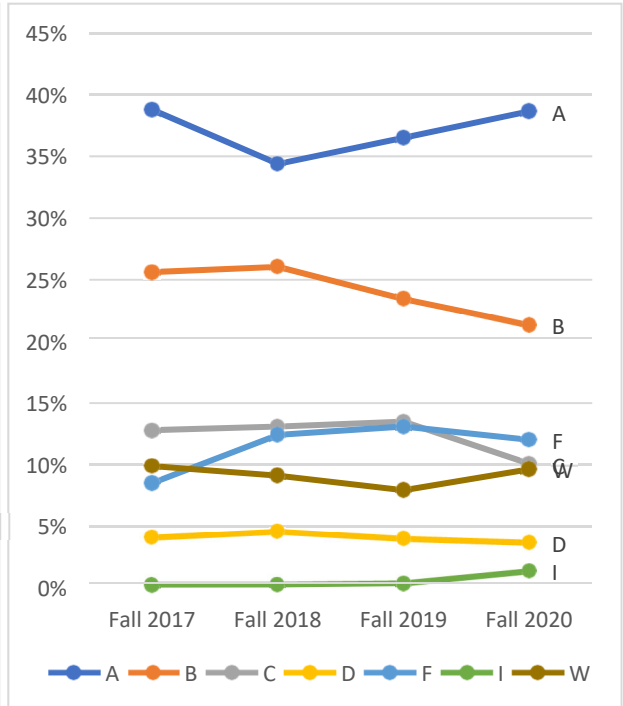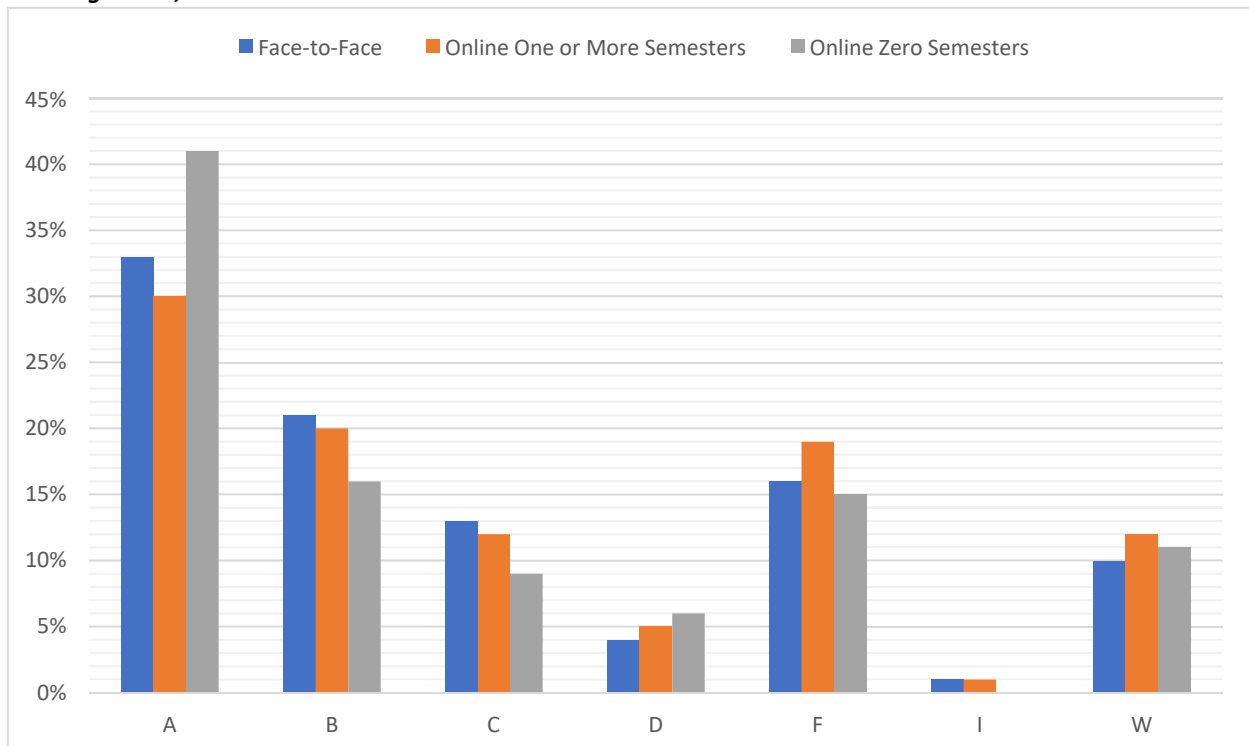**Face-to-Face**   **Online**

Chart 2a. 100-level course grade distribution by modality and number of semesters of faculty experience teaching online, Fall 2020.

Chart 2b. 200-level course grade distribution by modality and number of semesters of faculty experience teaching online, Fall 2020.
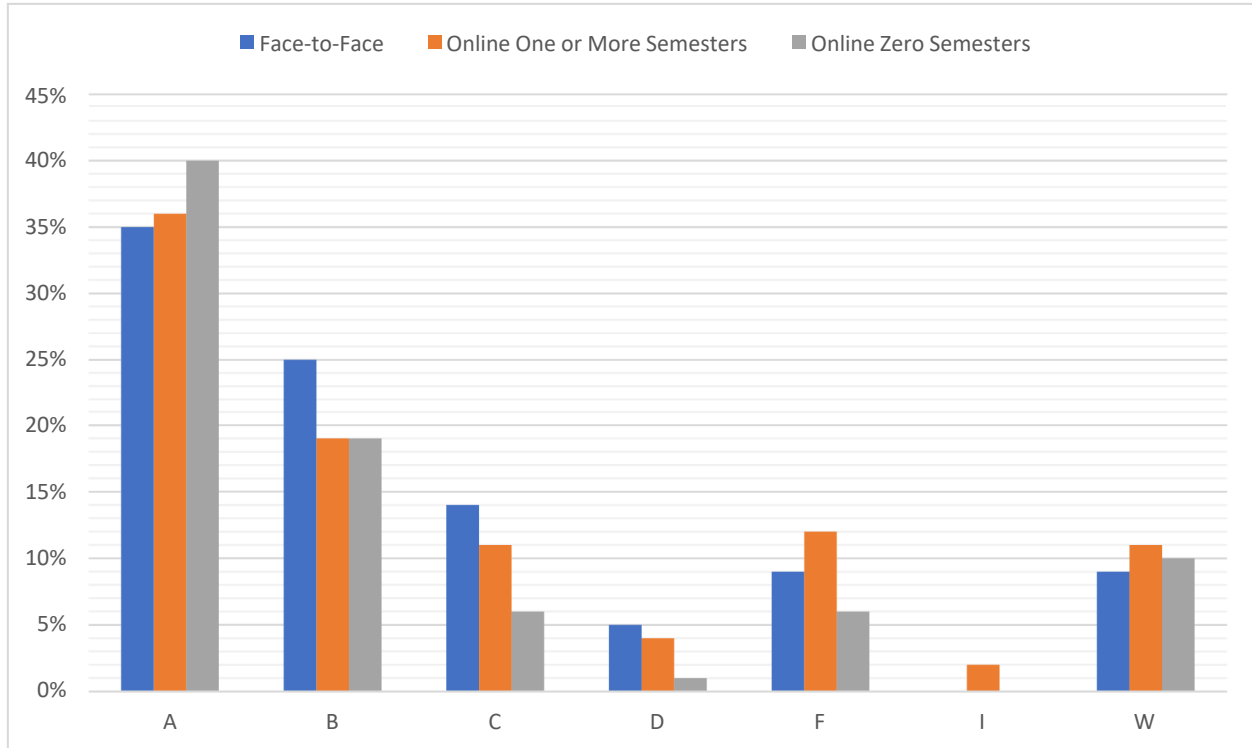

Chart 2c. 300-level course grade distribution by modality and number of semesters of faculty experience teaching online, Fall 2020.
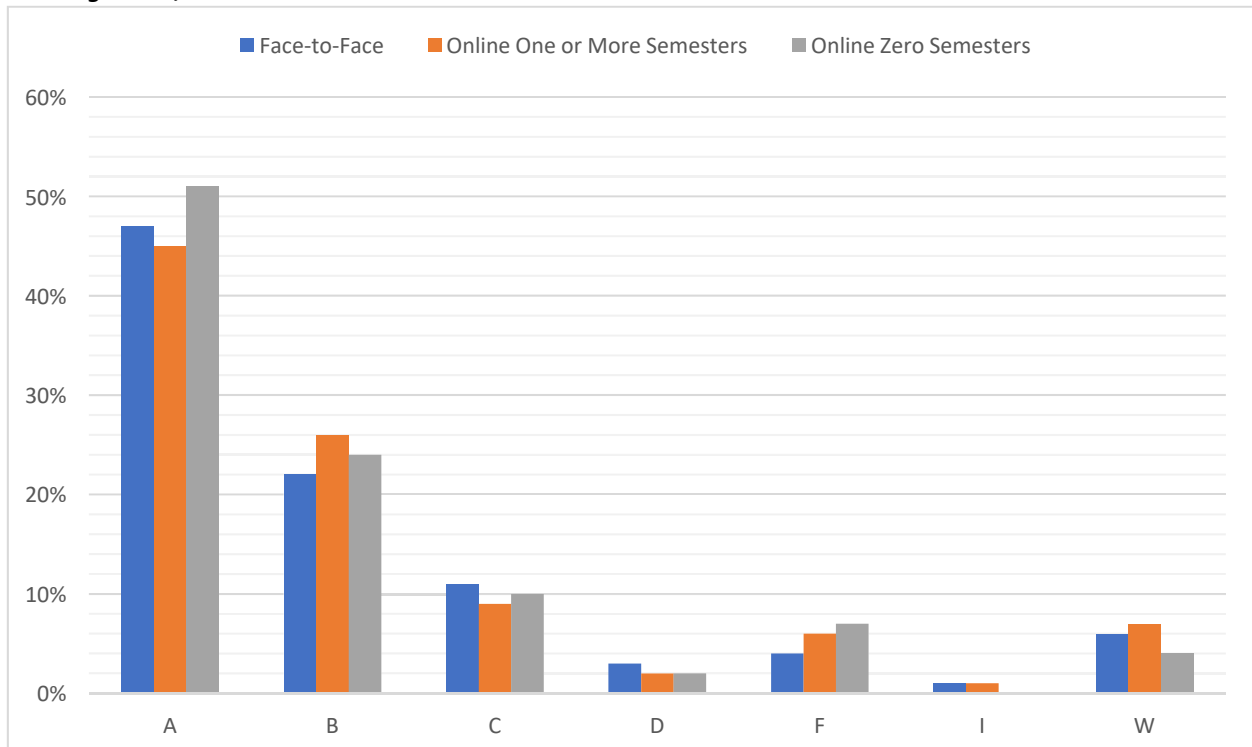
Chart 2d. 400-level course grade distribution by modality and number of semesters of faculty experience teaching online, Fall 2020.