

Research Questions for Post-Pandemic Tracking in the SUS

GOAL- *Minimize additional reports or collection of data beyond what is necessary to track critical changes in operations for the SUS.*

Questions to consider:

Teaching and Learning

- By themselves, or through interaction with other factors, how do delivery modalities in courses influence student success in subsequent courses?
Note: this is to explore how the shift toward non-in person deliveries impact student learning in subsequent courses; it is not intended to solely explore the consequences of the emergency implementation of remote modalities.
- Has the two years of increased remote instruction in high schools altered the preparedness of students by socio-economic status (need-based aid: e.g., Pell) or first-generation status? If so, how might that change be mitigated?
- Did the required use of remote education during the pandemic result in any sustained change in modality distribution on campuses?
- Has mobility among SUS institutions and/or between SUS and FCS institutions changed during the pandemic? If so, how should this be accounted for in measures of student success at institutions?

Operations

- How have the demands or use of physical space on campus, changed if at all? Is there a change in demand for on-campus parking (e.g. % spaces free at peak time, # parking permits purchases)? Can this be used as a proxy for change in campus use? How might this alter space needs planning?
- If there is a sustained change to the number and percent of employees with remote work assignments by university division, how might this alter how space is used on campus and space planning?