The Backstory and Acknowledgements
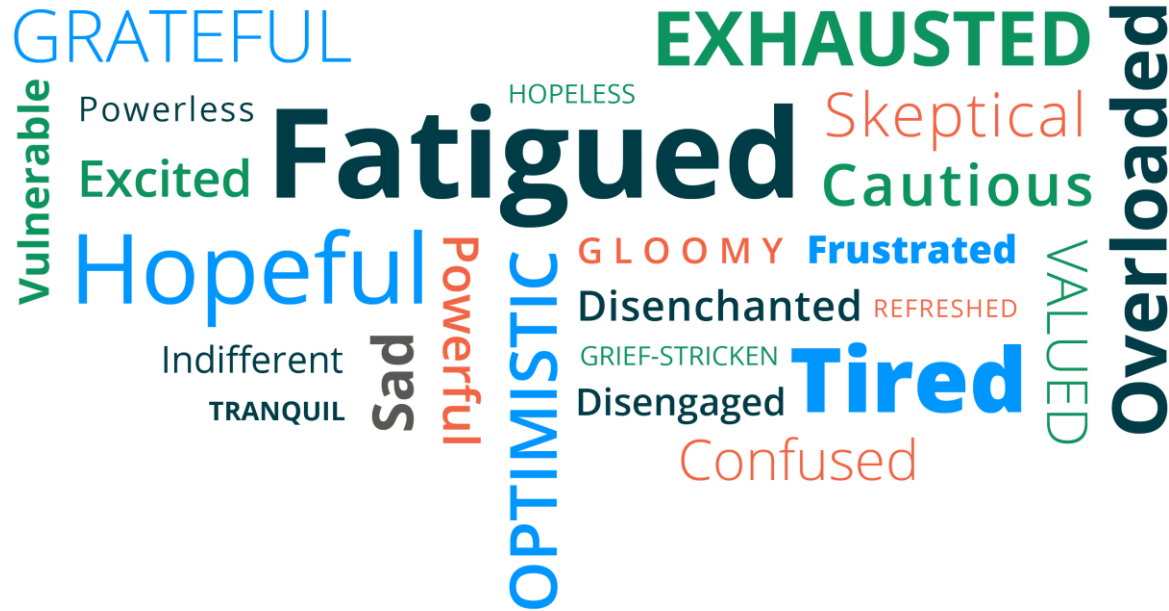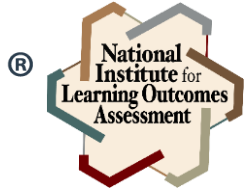
Survey Overview: 786 Respondents

Respondents' Primary Role

- Leaders/Admin
- Assessment Professionals
- Full-Time Faculty
- Part-Time Faculty
- Staff
- Students

29%
24%
32%
4%
10%
1%
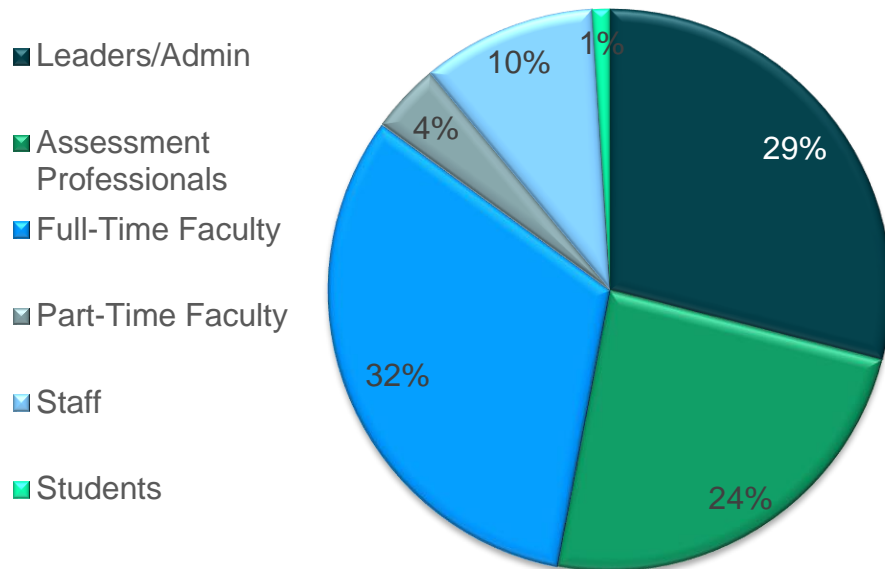
✓ 5% International

Respondents' Institution Type

- Public
- Private
- For Profit
- No Information

57%
29%
3%
11%
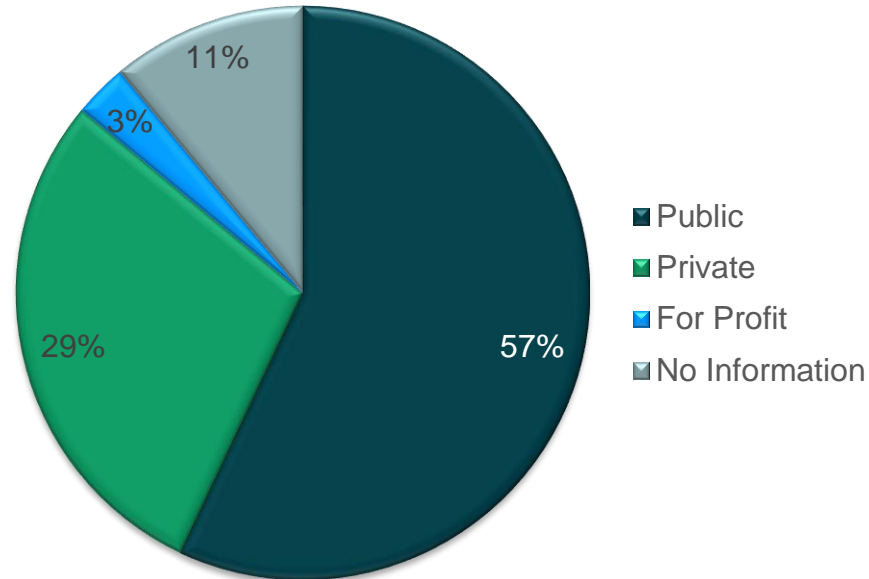
✓ 23% Minority-Serving Institutions

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Institutional Policy and Process Level Changes

Inclusion of Pass/Fail Options — **47%**

Optional Use of Standardized Tests for Admissions — **26%**

Inclusion of Credit/NoCredit Options — **18%**

Other Category: Expansion of Course Withdrawal and Incomplete Deadlines — **12%**

Increased Offerings of Competency-based Education — **8%**

Increased Offerings of Credit for Prior Learning — **4%**
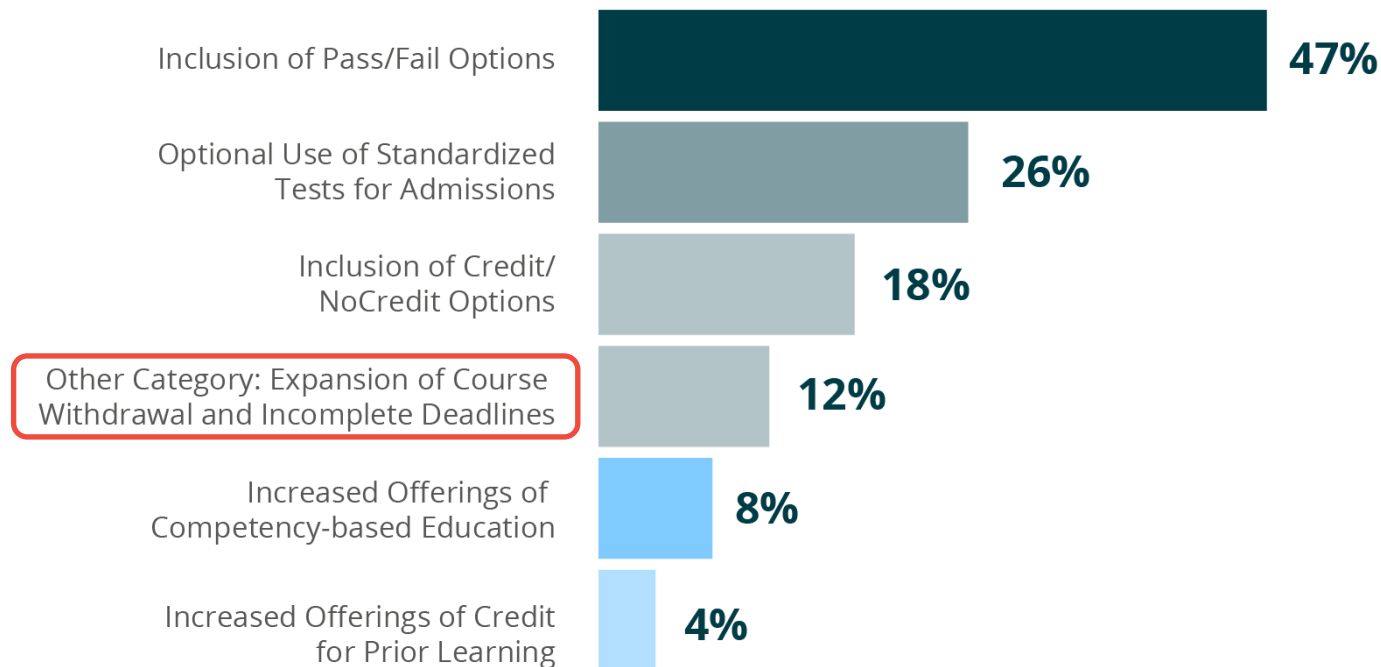
32% reported NO CHANGES

Classroom Assessment Changes

Modification and/or Redesign of Classroom Assignments/Assessments — **69%**

Use of Proctoring or Remote Proctoring Software in Courses — **61%**

Flexibility in Submission Deadlines for Assignments/Assessments — **58%**

Acceptance of Alternative Assignments/Assessments — **35%**

Changes in Grading Policy for Courses — **32%**

Other Category: Changes to Attendance Policy — **10%**

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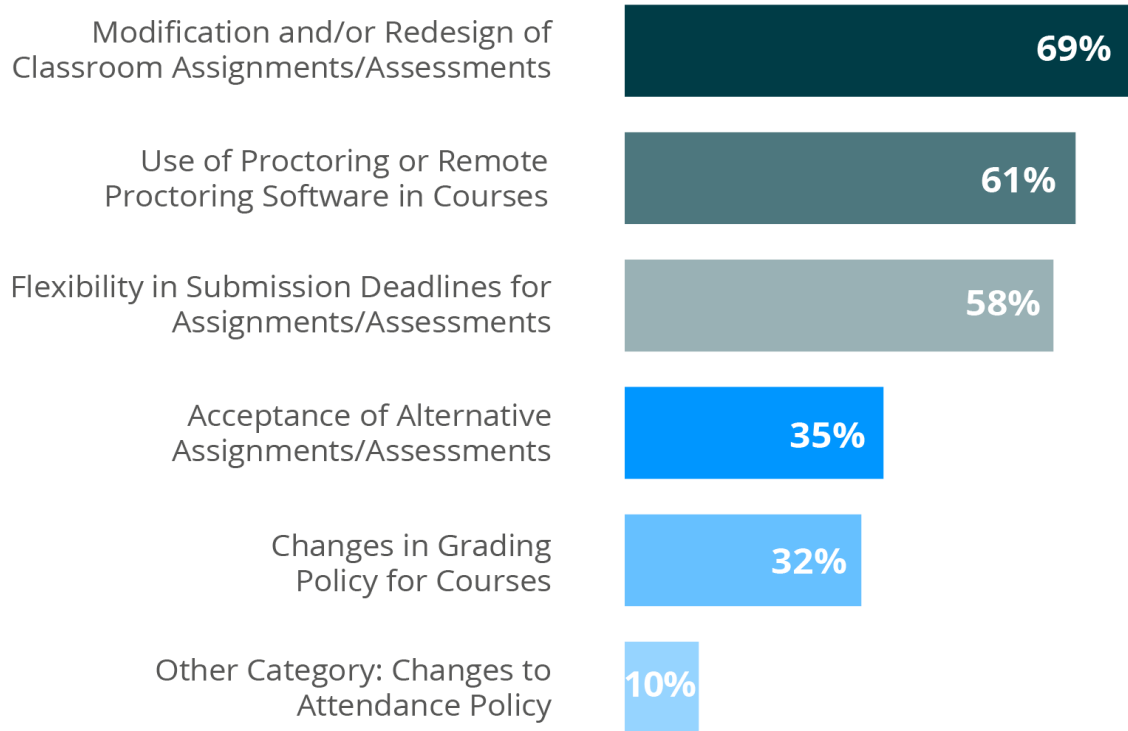
Course Evaluation Changes

No changes*

- 56% reported no changes

- *Text responses indicate changes to mode of delivery

Changes

- 44% reported changes

- 33% reported changes to questions

- 22% reported use of course evaluation changes

Programmatic & Institutional Assessment Changes

- Modification of assessment reporting processes and/or questions: **47%**

- Changes to timing of submission of assessment reports: **45%**

- Changes to assessment-related roles and responsibilities: **30%**

- Loss of assessment-focused staff: **16%**

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Impact on Learning Outcomes

Negative Impact

- Oral Communication
- Teamwork
- Civic Engagement
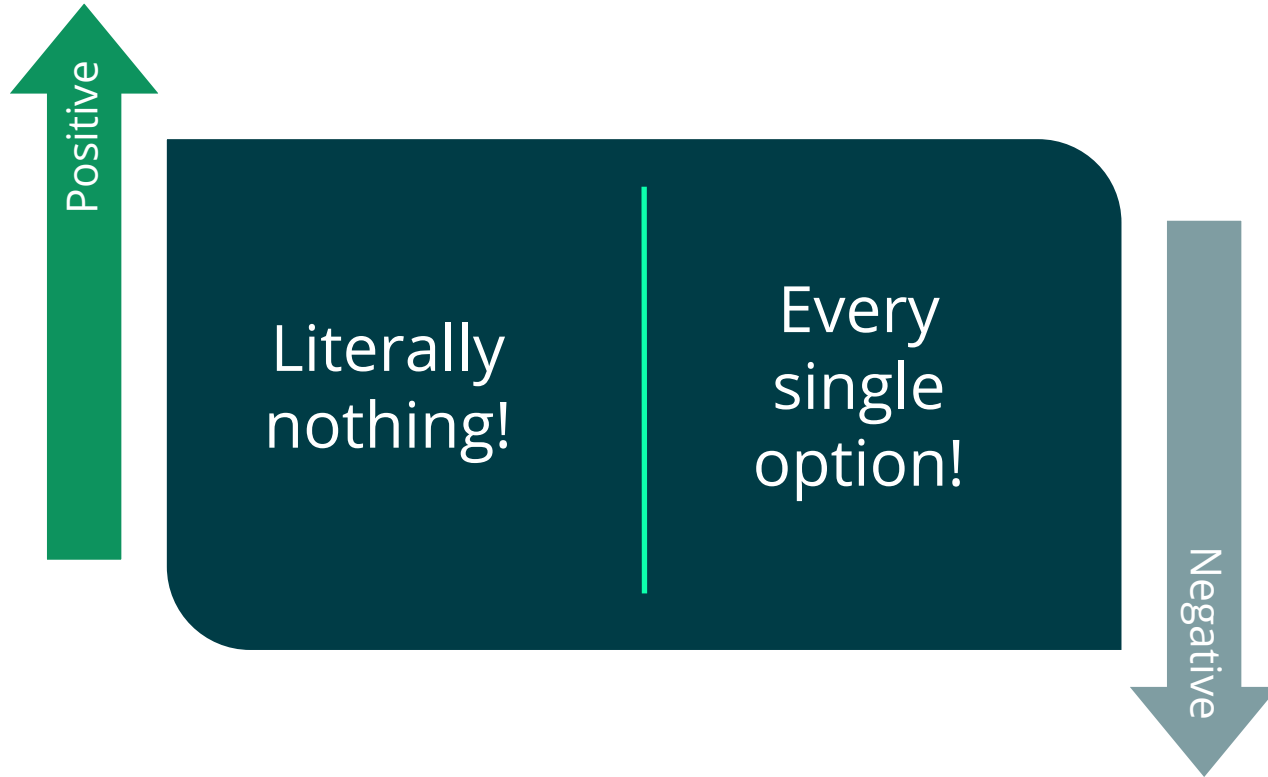- Applied & Integrative Learning

No Impact

- Disciplinary-Specific Knowledge & Competence
- Quantitative Literacy/ Reasoning
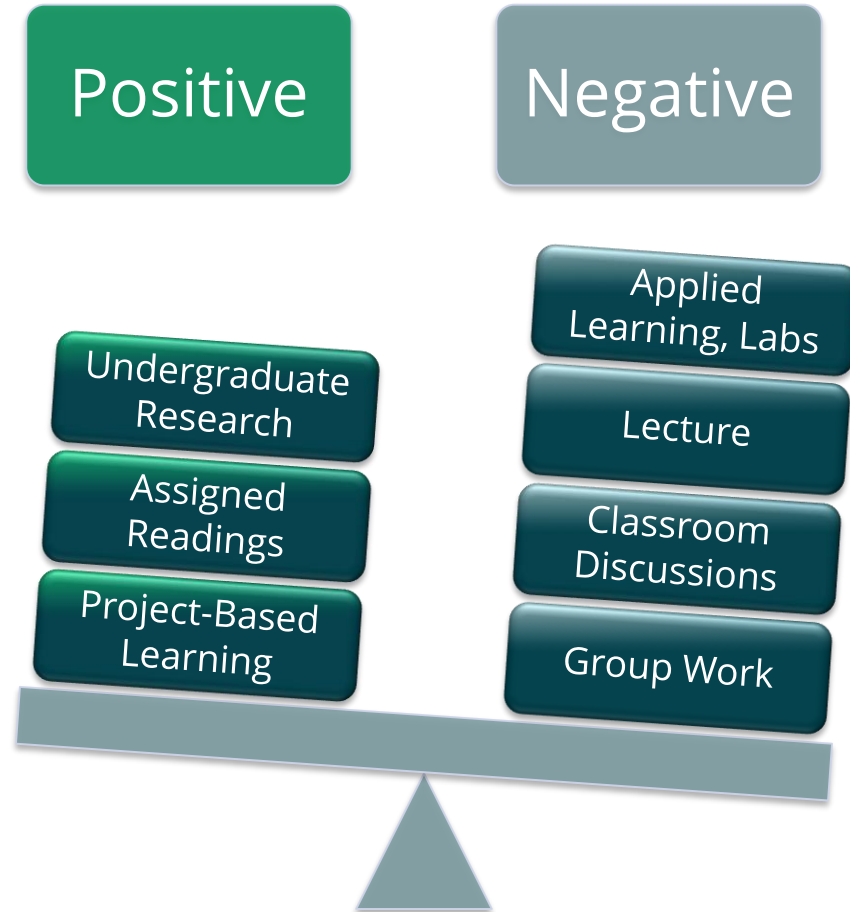- Written Communication
- Ethical Reasoning

Positive Impact

- Social Justice (Equity and Inclusion)
- Information Literacy

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Impact on Out-of-Class Learning

Impact on Course-Based Learning

Trusted Evidence Sources of Student Learning

Best

1. Presentations / Video Recordings
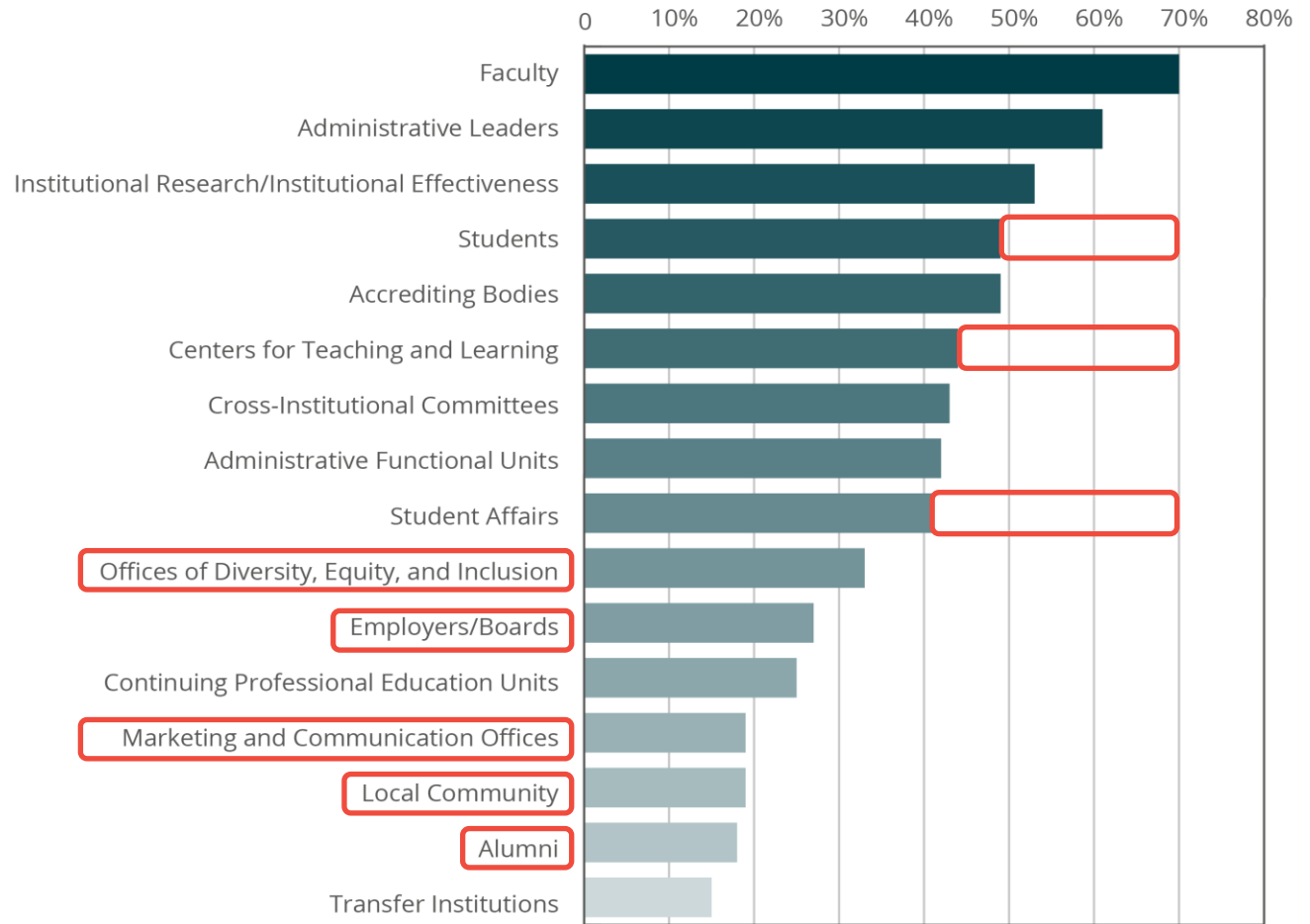2. Portfolios
3. Capstones

Medium

1. Essays/Papers
2. Group Projects
3. Faculty-Developed Exams
4. Discussion Boards

Least

1. Quizzes
2. Game-Based Learning
3. Classroom Participation
4. Standardized Tests

Current partners for assessment & continuous improvement

| | 0 | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% |

- Faculty
- Administrative Leaders
- Institutional Research/Institutional Effectiveness
- Students
- Accrediting Bodies
- Centers for Teaching and Learning
- Cross-Institutional Committees
- Administrative Functional Units
- Student Affairs
- Offices of Diversity, Equity, and Inclusion
- Employers/Boards
- Continuing Professional Education Units
- Marketing and Communication Offices
- Local Community
- Alumni
- Transfer Institutions

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Advice & Strategies to Keep

Flexibility

- Course Level
- Program/Institutional Level
- Across All Educational Aspects

Student Focus

- Needs
- Reality
- Equity
- Access
- Relevance
- Learning

Tensions

- Integrity vs. Equity
- "New Normal" vs. "Old Normal"
- Support vs. Power
- Professional Development

Educator Growth

- Technology
- JEDI
- Teaching & Learning
- Curriculum Design
- Assessment

Always - pandemic or not - are we asking the right questions

Agreement with Statements:

Percentages (%)

Student-Centered
- Student experiences should inform teaching strategies.
- Student lived experiences should drive the planning of student academic support services.
- Students should be active participants in the curriculum building process.
- Clear and transparent communication to students about their learning and curricular design should be a regular and ongoing part of the learning experience.

Equity-Minded
- Racial equity and social justice should guide institutional and programmatic practices.
- Universal design principles should guide instructional design and assessments.
- Differential access to resources should be considered in the development and offerings of learning environments.
- Humanizing practices and restorative approaches should guide classroom policies and communication.
- Mental health concerns, trauma-informed, and healing-centered approaches should be implemented in learning environments.

Collaboration-Focused
- More time should be made for faculty idea exchange, collaboration, and action on student needs, assessment data use, and curriculum and teaching innovation.
- Collaborative partnerships amongst offices such as student support, assessment, data/technology, faculty development, institutional research, and equity and inclusion amongst others - and academic programs should be actively sought to reimagine teaching and learning.
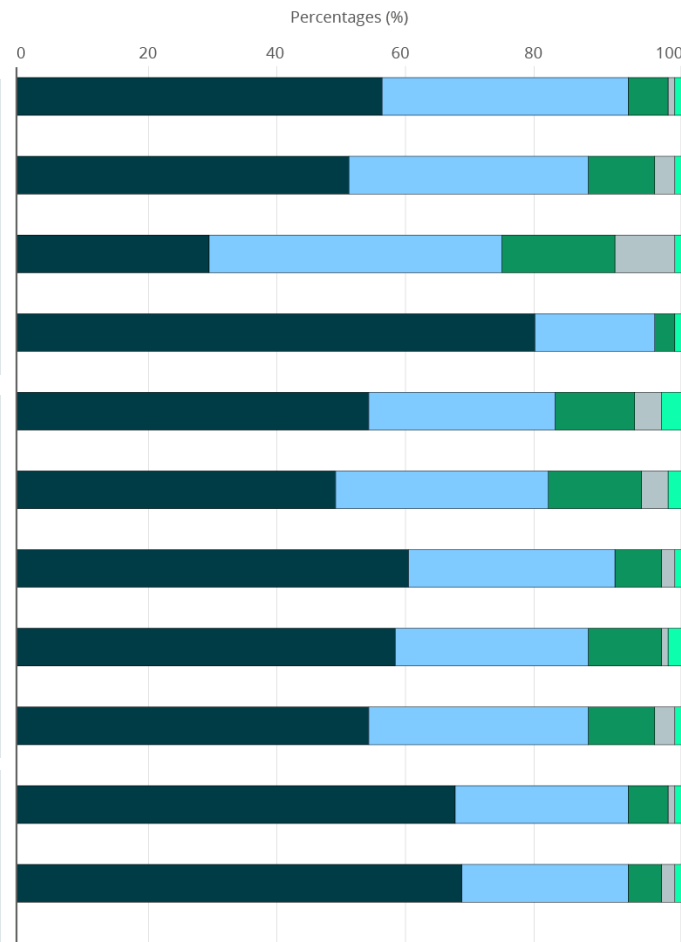
Legend: ■ Strongly Agree ■ Somewhat Agree ■ Neither agree nor disagree ■ Somewhat disagree ■ Strongly disagree

Three Key Drivers

Collaboration as the key

How do we intentionally enable this?

Students at the center

How do we design for student agency?

Equity as the driver

How do we create lasting impact?

Top FIVE Opportunities

Strategic Priority 1: Reimagining the role of students in assessment.

Strategic Priority 2: Clarifying the relationship between cheating, proctoring, and assessment.

Strategic Priority 3: Using technology in support of learning.

Strategic Priority 4: Engaging trusted evidence sources in valid data use.

Strategic Priority 5: Strengthening faculty assessment knowledge.

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Reimagining the role of students in assessment.

Strategic Priority 2: Clarifying the relationship between cheating, proctoring, and assessment.

Strategic Priority 3:
Using technology in support of learning.

Strategic Priority 4: Engaging trusted evidence sources in valid data use.

Strategic Priority 5:

Strengthening faculty assessment knowledge.

Contact us @

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Thank You!

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