

Pandemic Insights to Inform Assessment Futures

Welcome

A variety of changes were made to assessment processes and practices in response to Covid-19 and the pivot to remote instruction. But which practices should be carried forward? How does assessment look different now? And what should be the focus of assessment moving forward? It is these questions that this survey seeks to address by considering the future of assessment, teaching, and learning.

Your participation in this research is completely voluntary. The questionnaire will take approximately 7-10 minutes to complete. The study involves no foreseeable risks, and you may exit at any point in time. Your responses will be confidential. Should you wish to view the questions in advance, please click **here** for an overview of the survey questions.

If you have any questions about your rights as a participant in the study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670.

By clicking yes, you agree to participate in this survey.

- Yes
- No

BACKGROUND INFORMATION

What is your PRIMARY role? (Mark one)

- Administrator/Leader
 - Assessment Professional
 - Faculty (Full-time)
 - Faculty (Part-time)
 - Staff
 - Student
 - Other (Please Specify) _____
-

What is your current title? (Please type)

Institution Name (Please type)

Please note: no individual or institutional responses will be shared. Institution name is requested in order to link survey responses with IPEDS data for analysis on institutional variables such as size and type. If there is no institutional affiliation, please indicate N/A.

PANDEMIC CHANGES

The following questions inquire about changes made to assessment related processes and practices over the course of the pandemic (from Spring 2020-Fall 2021). (Mark all that apply for each grouping)

Changes Made to Programmatic and/or Institutional Assessment

- None
 - Changes to Timing of Submission of Assessment Reports
 - Modification of Assessment Reporting Processes and/or Questions
 - Loss of Assessment-Focused Staff
 - Changes to Assessment-Related Roles and Responsibilities
 - Other (Please Specify) _____
-

Changes Made to Course Evaluations

- None
 - Modification of Questions on Course Evaluations
 - Changes to Use of Course Evaluations for Formative Purposes as Opposed to Summative Review
 - Other (Please Specify) _____
-

Changes Made to Policies and Procedures

- None
 - Inclusion of Pass/Fail Options
 - Increased Offerings of Credit for Prior Learning
 - Increased Offerings of Competency-Based Education
 - Optional Use of Standardized Tests for Admissions
 - Inclusion of Credit/No Credit Options
 - Other (Please Specify) _____
-

Changes Made to Classroom Assessment

- None
- Modification and/or Redesign of Classroom Assignments/Assessments
- Flexibility in Submission Deadlines for Assignments/Assessments
- Acceptance of Alternative Assignments/Assessments
- Use of Proctoring or Remote Proctoring Software in Courses
- Changes to Grading Policy for Course(s)
- Other (Please Specify) _____

CHANGES TO KEEP

Which changes, if any, do you believe should become routine practice moving forward? Please also share why if possible.

Please share any tips, innovative practices, or strategies (discovered and/or realized during Covid) that you think should be carried forward to advance assessment practice and/or student learning.

PANDEMIC LEARNING

Please rank (from BEST to LEAST) the sources of evidence that you believe most accurately captures student learning from during the pandemic. (Click and drag to rank)

- Presentations/Video Recordings
- Group Projects
- Portfolios
- Standardized Tests
- Faculty Developed Exams
- Essays/Papers
- Discussion Boards
- Game-based Learning
- Capstone Projects
- Quizzes
- Classroom Participation
- Other (Please Specify) _____

Given the constraints of teaching and learning during a pandemic, it is likely that learning was negatively impacted.

Based on your perception and/or experience, what is the impact of the pandemic on [essential learning outcomes](#) or 21st century skills? Please click and drag the outcome items below into the groupings as you see fit.

Learning Outcomes	Negatively Impacted	Not Impacted	Positively Impacted
Written Communication			
Oral Communication			
Critical Thinking			
Problem Solving			
Quantitative Literacy or Reasoning			
Ethical Reasoning			
Disciplinary-Specific Knowledge/ Concepts			
Intercultural Knowledge and Competence (Diversity)			
Social Justice (Equity and Inclusion)			
Information Literacy			
Teamwork			
Civic Engagement			
Applied and Integrative Learning			
Other (Please Specify)			

Please indicate your perception/experience of the impact of remote instruction and pandemic learning on course-based learning experiences by selecting your top 3 choices for each grouping. (Please click and drag a maximum of three each)

Negatively Impacted	Positively Impacted
<input type="checkbox"/> Applied Learning	<input type="checkbox"/> Applied Learning
<input type="checkbox"/> Group Work	<input type="checkbox"/> Group Work
<input type="checkbox"/> Class Discussions	<input type="checkbox"/> Class Discussions
<input type="checkbox"/> Project-Based Learning	<input type="checkbox"/> Project-Based Learning
<input type="checkbox"/> Labs	<input type="checkbox"/> Labs
<input type="checkbox"/> Assigned Readings	<input type="checkbox"/> Assigned Readings
<input type="checkbox"/> Undergraduate Research	<input type="checkbox"/> Undergraduate Research
<input type="checkbox"/> Lecture	<input type="checkbox"/> Lecture
<input type="checkbox"/> Other (Please Specify)	<input type="checkbox"/> Other (Please Specify)

Please indicate your perception/experience of the impact of remote instruction and pandemic learning on out-of-class learning experiences by selecting your top 3 choices for each grouping. (Please click and drag a maximum of three each)

Negatively Impacted	Positively Impacted
<input type="checkbox"/> Apprenticeships	<input type="checkbox"/> Apprenticeships
<input type="checkbox"/> Internships/Practicums	<input type="checkbox"/> Internships/Practicums
<input type="checkbox"/> Field-Based Research	<input type="checkbox"/> Field-Based Research
<input type="checkbox"/> Clinical Experiences	<input type="checkbox"/> Clinical Experiences
<input type="checkbox"/> Co-Curricular Activities	<input type="checkbox"/> Co-Curricular Activities
<input type="checkbox"/> Service Learning/Volunteering	<input type="checkbox"/> Service Learning/Volunteering
<input type="checkbox"/> Study Abroad	<input type="checkbox"/> Study Abroad
<input type="checkbox"/> Student Employment	<input type="checkbox"/> Student Employment
<input type="checkbox"/> Other (Please Specify)	<input type="checkbox"/> Other (Please Specify)

CURRENT PARTNERS

Within your context, to advance continuous improvement through assessment, with whom do you currently partner? (Mark all that apply)

	Currently Partner	N/A
Institutional Research/Institutional Effectiveness	<input type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input type="radio"/>
Centers for Teaching and Learning	<input type="radio"/>	<input type="radio"/>
Administrative Leaders	<input type="radio"/>	<input type="radio"/>
Faculty	<input type="radio"/>	<input type="radio"/>
Cross-Institution Committees	<input type="radio"/>	<input type="radio"/>
Student Affairs	<input type="radio"/>	<input type="radio"/>
Accrediting Bodies	<input type="radio"/>	<input type="radio"/>
Offices of Diversity, Equity, and Inclusion	<input type="radio"/>	<input type="radio"/>
Marketing and Communication Offices	<input type="radio"/>	<input type="radio"/>
Alumni	<input type="radio"/>	<input type="radio"/>
Employers/Boards	<input type="radio"/>	<input type="radio"/>
Administrative/Functional Units	<input type="radio"/>	<input type="radio"/>
Continuing/Professional Education Units	<input type="radio"/>	<input type="radio"/>
Local Community	<input type="radio"/>	<input type="radio"/>
Transfer Institutions	<input type="radio"/>	<input type="radio"/>
Other (Please Specify)	<input type="radio"/>	<input type="radio"/>

CURRENT ISSUES

What issues, if any, keep you up at night when you think about assessment and student learning?

What are your current professional development needs, if any?

CONSIDERING THE FUTURE

YOU ARE ALMOST DONE! HANG IN THERE :)

Looking beyond Fall 2021, please indicate your rate of agreement with the following statements.
(Strongly Agree to Strongly Disagree)

To advance student learning and success:

----- SEE TABLE ON NEXT PAGE -----

	Strongly agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Strongly disagree
Student experiences should inform teaching strategies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student lived experiences should drive the planning of student academic support services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students should be active participants in the curriculum building process.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clear and transparent communication to students about their learning and curricular design should be a regular and ongoing part of the learning experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial equity and social justice should guide institutional and programmatic practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Universal design principles should guide instructional design and assessments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differential access to technology should be factored into the development and offerings of learning environments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanizing practices and restorative approaches should guide classroom policies and communication.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Mental health concerns, trauma-informed, and healing-centered approaches should be implemented in learning environments.

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.

WELLNESS CHECK

LAST QUESTION!! YOU MADE IT! 😊

Wellness check: How are you feeling during this time? (Mark all that apply)

- Cautious
- Confused
- Disenchanted
- Disengaged
- Excited
- Exhausted

- Fatigued
- Frustrated
- Gloomy
- Grateful
- Grief-Stricken
- Hopeless
- Hopeful
- Indifferent
- Optimistic
- Overloaded
- Powerful
- Powerless
- Refreshed
- Sad
- Skeptical
- Tired
- Tranquil
- Valued
- Vulnerable

Other (Please Specify) _____

However you may be feeling, please know that you are not alone.

Thank you for taking the time to complete the survey.

We look forward to sharing the findings with you as we learn from the pandemic and reimagine the future of assessment.

Thank you for making a difference in assessment practice with your contribution and ideas.

Be Well.