Reflecting on Assessment Amidst a National Pandemic

IUPUI 2021 ASSESSMENT INSTITUTE
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Assessment During COVID Pandemic: Mission Impossible?

Was your Spring 2020 institutional response to COVID regarding assessment like ours at Mercy College?

https://www.denofgeek.com/movies/first-mission-impossible-one-of-greatest-action-set-pieces/

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- Mercy College Program Assessment Process

- Spring 2020 Changes to Annual Process

- AY19-20 Program Self-Assessment

- Self-Assessment Findings

- Major Takeaways

- Moving Forward

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Session Learning Outcomes

By the end of this session, participants should be able to:

- Identify ways to engage in meaningful self-assessment amid a global pandemic

- Discuss the modifications made to assessment practices and how they may influence program improvement

Fast Facts about Mercy College

LOCATIONS
Dobbs Ferry (main campus, 66 acres)
Manhattan, Bronx & Online

FOUNDING DATE
1950

PRESIDENT
Timothy L. Hall

FIVE SCHOOLS
School of Business
School of Education
School of Health & Natural Sciences
School of Liberal Arts
School of Social & Behavioral Sciences

STUDENT BODY
Full-time undergraduates: 5,699
Total enrollment approximately 9,547
73% female, 27% male

STUDENT GEOGRAPHIC DISTRIBUTION
40 states, 51 countries

DEGREES
Bachelor's & Master's degrees
More than 100 programs

ALUMNI
More than 68,498 alumni

ONLINE LEARNING
More than 40 degree programs

FACULTY
231 full-time professors with a majority holding the highest degree in their respective fields

STUDENT CLUBS & ORGANIZATIONS
Over 50 student clubs, including Mercy's award-winning student paper, The Impact, and 15 honor societies

**MASCOT**
Maverick ("Mavie" or "Mav")

SCHOOL COLORS
Blue & white

Mercy College
Academic Program Assessment

Mercy College Program Assessment Process

- Assessment Plans
  - Assess 25% of PLOs Annually
  - Assessment Instructions/Rubrics
- Data Collection
  - Pulled from Courses
  - Programs Decide When (Fall/Spring)
- Findings Reports
  - 3 Student Artifact Samples
  - Data Sheets/Rubric Ratings
- Assessment Retreats
  - Faculty Discussion

Year 1

Year 2

Year 3

Year 4

Year 5
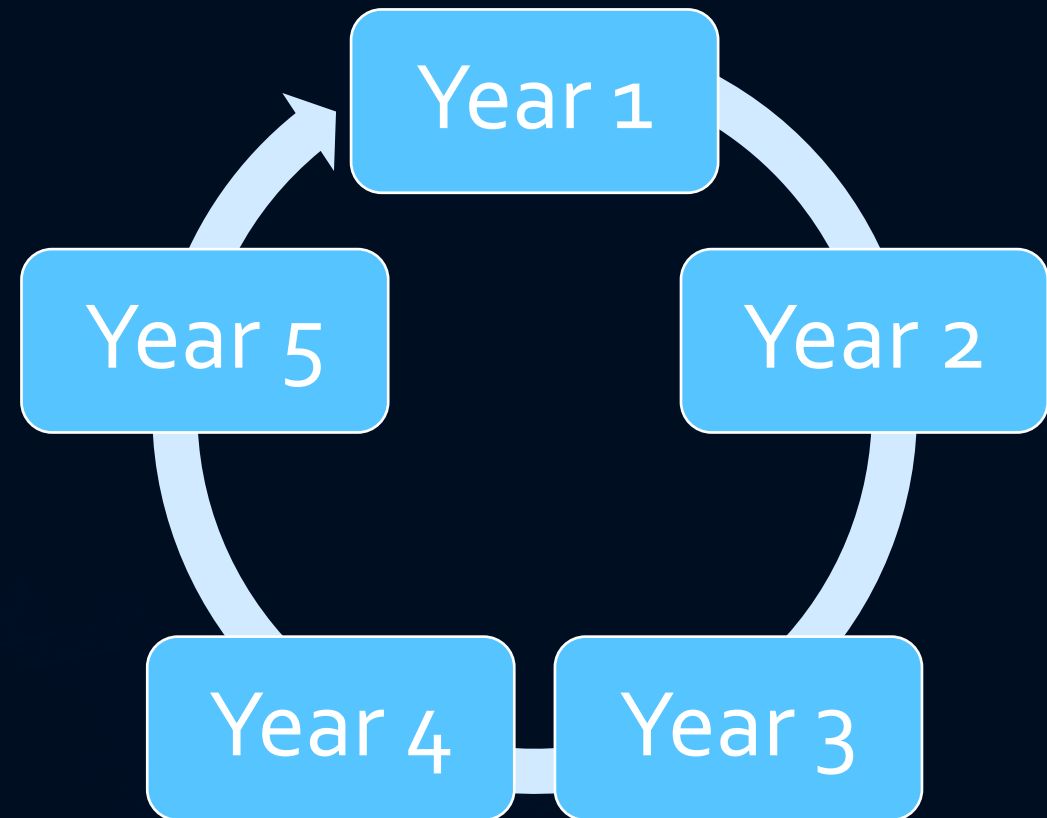
Spring 2020 Changes to Annual Process

*Review programs' assessment practices

*Identify essential practices

*Identify practices to adjust/suspend temporarily

*Engage in self-assessment during the program's assessment retreat

*Discuss Spring 2020 transition to online instruction & how it affected instruction & assessment

*Submit AY19-20 Self-Assessment Findings Report

*Document modifications made, results of these modifications, & how results will be used for future program improvement

*Submit AY20-21 assessment plan in accordance with the program's place in the five-year assessment cycle

AY19-20 Program Self-Assessment

Part I: Spring 2020 Assessment Retreat Attendees

Please provide a list of <u>faculty</u> who participated in the program's Spring 2020 Assessment Retreat in May or June 2020.

Part II: Self-Assessment – Transition to Online Instruction

Please address each question below to provide a summary of the results of your program's self-assessment.

1. Did faculty change their teaching pedagogy when transitioning to online instruction? If yes, please provide up to three (3) examples of how.
2. What types of assignments did faculty use to assess student learning online in Spring 2020 for classes that were originally face-to-face? Please provide up to three (3) examples.
3. What were the faculty's impressions of whether students remained engaged and were learning content?
4. Were faculty able to determine whether students meet the learning outcomes of the course? If no, what would you need to do differently to ensure appropriate assessment under the same circumstances in the future? If yes, please provide up to three (3) examples to support your answer.
5. Based on your experience this semester, what would the program need to do to prepare for another situation like this in the future? What resources would you need to accomplish these tasks?

AY19-20 Program Self-Assessment

Part III: Summary of Findings and Conclusions

Please describe the program's overall findings from this self-assessment. What conclusions can be drawn?

Part IV: Using Assessment Results to Improve Moving Forward

Please describe how the results of this self-assessment will be used to improve the program and student learning. What actions will faculty take? What interventions might they put in place? How do they plan to assess the effectiveness of these actions/interventions?

AY19-20 Self-Assessment Data Analysis and Findings

AY19-20 Data Analysis

Qualitative Analysis

- 67 program reports were analyzed
- Reports were examined to identify themes
- Responses to each question were categorized according to the developing themes
- Percentages for each noted response were calculated across programs
- Percentages reflect the proportion of programs indicating specific responses

Changes Made in Spring 2020

Table 1: Changes Faculty Made During the Transition to Online Instruction

Changes	# Programs	% Programs
New technology*	33	49%
More use of Blackboard	30	45%
Made adjustments/grades assignments**	19	28%
Extra communication***	17	25%

*Included writing tab, Zoom, video annotation, other online tools, and teletherapy for internships
**Included adjusting assignment due dates, requirements, and grading
***Included phone calls, emails, and extra zoom hours

Assignments Used for Assessment

Table 2: Assignments Used to Assess Student Learning in Spring 2020

Assignments	# Programs	% Programs
Individual or group papers	23	34%
Student presentations via video platform	15	22%
Blackboard online tests	14	21%
Individual or group projects	11	16%
Blackboard online homework	9	13%
Blackboard discussion boards	8	12%
Assignments using rubrics	7	10%
Timed faculty-created online tests	6	9%
Live virtual observations for observation hours	6	9%
Virtual simulation for student teaching/teletherapy	6	9%
Take-home exams	5	7%
Watch online videos and answer questions	5	7%
Mandatory attendance in virtual classes	5	7%
Virtual simulation for observation hours	4	6%
Live virtual student teaching/teletherapy	4	6%
WileyPlus online homework	3	4%
WileyPlus online tests	3	4%
MindTap for assessments	3	4%
Videos for skill demonstration	3	4%
Proctored online exam (Respondus, Zoom, etc.)	3	4%

Faculty Perceptions of Engagement & Learning

Table 3: Faculty Perceptions of Student Engagement and Learning

Response	# Programs	% Programs
Engaged and Learning Yes	31	46%
Engaged and Learning No	1	1%
Mixed Responses	25	37%

Table 4: Evidence of Engagement Determination

Evidence	# Programs	% Programs
Varied use of technology as evidence-camera/chat	25	37%
Maintain/completed all course assignments/requirements	10	15%
Assessments demonstrated engagement	10	15%
Adapted quickly	7	10%
PACT reports/calls/email/mtgs one on one	6	9%
Grades compared prior to and during emergency	5	7%
Use of withdrawal, credit/no credit	5	7%
Needed constant reminders	4	6%
Already familiar with online	3	4%
Quality of work compromised	3	4%
Instructed in online etiquette	2	3%
Content delivery limited	1	1%
Some disappeared	1	1%
Adjusted content for minimal learning	1	1%

Student Engagement

Assessment Measures

Table 5: Methods Used to Determine Learning Outcomes Achievement

Method Used to Determine	# Programs	% Programs
Graded online exams	19	33%
Graded projects	19	33%
Graded papers	18	32%
Graded assignments	14	25%
Graded observations	9	16%
Graded presentations	6	11%
Graded lesson plans	6	11%
Rubric data	5	9%
Graded weekly writing assignments	3	5%
Clinical placement labs	3	5%
Graded portfolio	2	4%
Student inquiries	1	2%
Student interactions	1	2%
Remediation sessions	1	2%
Polls	1	2%
Integrative exam questions	1	2%
Online personal training sessions	1	2%
Simplified content	1	2%
Data from Blackboard analysis tool	1	2%
Review sessions	1	2%

Preparation for Future Transitions

Table 6: Needs to Prepare for Another Transition in the Future

Needs	# Programs	% Programs
Increase participation in training on online teaching	26	39%
Increase participation in training on using technology for faculty and staff	21	31%
Make sure students have laptops and internet access	18	27%
Ensure everyone uses Blackboard	12	18%
Access appropriate hardware/classrooms with video technology, etc.	9	13%
Access to online instructional resources (videos for classroom observation)	8	12%
Increase proficiency in Blackboard	8	12%
Implement proctoring technology	8	12%
Support access to online resources/labs/journals/simulations etc.	7	10%
Support tutoring	5	7%
Gain budget support for resources	5	7%
Need TA to help monitor during online instruction	4	6%
Collaborate among faculty	3	4%
Establish more peer and faculty support groups	3	4%
Establish guidelines for online instruction	3	4%
Increase PACT support	3	4%
Implement better student Blackboard training	2	3%
Establish telemed connections for needed training	2	3%
Acquire laptops and cameras for faculty including adjuncts/graphing tablet	2	3%

Now What?
Conclusions, Major Takeaways, and Moving Forward

Conclusions Drawn from Findings

Table 7: Conclusions Drawn from AY19-20 Self-Assessment

Conclusions	# Programs	% Programs
Adapted well/used virtual resources	10	15%
Reports actual findings	9	13%
Adapted	8	12%
Need more training	8	12%
Confident that students continued with high level instruction	6	9%
Accommodated learning through synchronous modalities	6	9%
Well situated for change	5	7%
Faculty and students impacted	4	6%
More solutions for online assessment	4	6%
Need to focus on strategies to engage	4	6%
All students moved forward despite challenges	3	4%
Additional support to provide for managing circumstances/fund resources	3	4%
Students need connectivity and hardware	2	3%

Actions, Interventions, & Assessment

Actions	# Programs	% Programs
Dept peer mentoring for teaching subject	9	13%
Hire online ready adjuncts	7	10%
Make sure Blackboard shells are ready	6	9%
All must use Blackboard	4	6%
Provide more support for tutors	3	4%
Train students and faculty in Blackboard	3	4%
Staff with online trained faculty	2	3%
Hire more Teaching Assistants	2	3%
Purchase virtual training programs	2	3%

Actions

Actions, Interventions, & Assessment

Interventions

Interventions	# Programs	% Programs
Increase technical training for faculty and students	12	18%
Employ strategies that engage students in online learning	9	13%
Increase communication	6	9%
Add resources to Blackboard resource site for faculty	6	9%
Use strategies learned during this time	6	9%
Increase flexibility in learning in the future	4	6%
Increase PACT communication to students	3	4%
Use more breakout sessions	2	3%

Actions, Interventions, & Assessment

Assessment	# Programs	% Programs
Continue assessing PLOs	18	27%
Continue key assessments	5	7%
Monitor course assessments as students use video library	5	7%
Align/streamline course elements	2	3%

Assessment

Major Takeaways

Observations

- Sometimes responses seemed to divert from the question's intent
- Sometimes responses seemed contradictory
  - Ex: saying no program changes, but indicating using more videos etc.

Recommendations

- Consider some standardized survey items to clarify intent of items
- Define what would be a change
- Perhaps have an open-ended item to start

Major Takeaways

Assessment and Pedagogy

- Programs discovered some new strategies to engage and assess students
- Faculty indicated they will continue with some of the strategies discovered during pandemic
- Mercy Online and CTL provided accelerated training using the LMS and using technology

Moving Forward

- Collaborate with the College's Committee on Assessment of Student Learning (CASL) to offer more assessment-related faculty development

- Collaborate with Mercy Online and the Center for Teaching and Learning (CTL) to address high priority training needs

- Encourage more faculty to participate in Mercy Online's Blackboard training and CTL trainings and drop-in clinics

- Implement Blackboard Analytics for Learn (A4L) to provide data to faculty and administrators

Moving Forward

- Accept the recommendations to:
  - Define what would be considered a "change" or "modification" to programs' assessment processes and/or measures
  - Create some standardized survey items to clarify intent of items
  - Consider developing an open-ended item to start all self-assessment tools implemented

- Consider conducting focus groups with faculty about the impact of their changes in the Fall 2020 and Spring 2021 semesters

- Consider surveying students to gain their perspective of modifications made in response to the pandemic

AY20-21

			SET MEETING TIME	IN-PERSON	ONLINE	DEFINITION
1		Blended Learning	✓	✓	✓	Live class held at a scheduled time each week that meets together on campus some weeks and online some weeks, as directed by the instructor.
2		In-Person	✓	✓	✗	In-person learning with safety measures in place on campus
3		In-Person Off-Campus	✓	✓	✗	In-person learning with safety measures in place off campus
4		Online Synced	✓	✗	✓	Live online-only class held at a set time
5		Online	✗	✗	✓	Online class without set meeting times
6		Online Hybrid	Combination of styles 4 and 5			

SAFETY MEASURES WILL BE IN PLACE WHENEVER YOU'RE IN PERSON

- Dealing with aftermath of pandemic

- Multiple instructional modalities

- Return to regular assessment process

- July 2021 assessment of assessment sessions

- AY20-21 data analysis to inform AY21-22 assessment and faculty development

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Session Learning Outcomes

How did we do? Are you able to:

- Identify ways to engage in meaningful self-assessment amid a global pandemic

- Discuss the modifications made to assessment practices and how they may influence program improvement

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