

Assessment Institute October 2022

# Pandemic Insights to Shape a Better Future: A New Frontier of Assessment for Teaching, Learning, Equity, and Student Success

# Welcome and Our Time Together

- Welcome & Pandemic Years in Review: Natasha
- Collaboration and Equity: Divya
- Democracy & Students: Natasha
- Healing-centered, Future Directions & NILOA Track: Gianina
- Q&A



# A Bit About All of You

How many of you (by show of hands):

Are new to assessment?

Are happy to be back in Indy together in person?

Want to change something about how you currently go about assessing student learning?

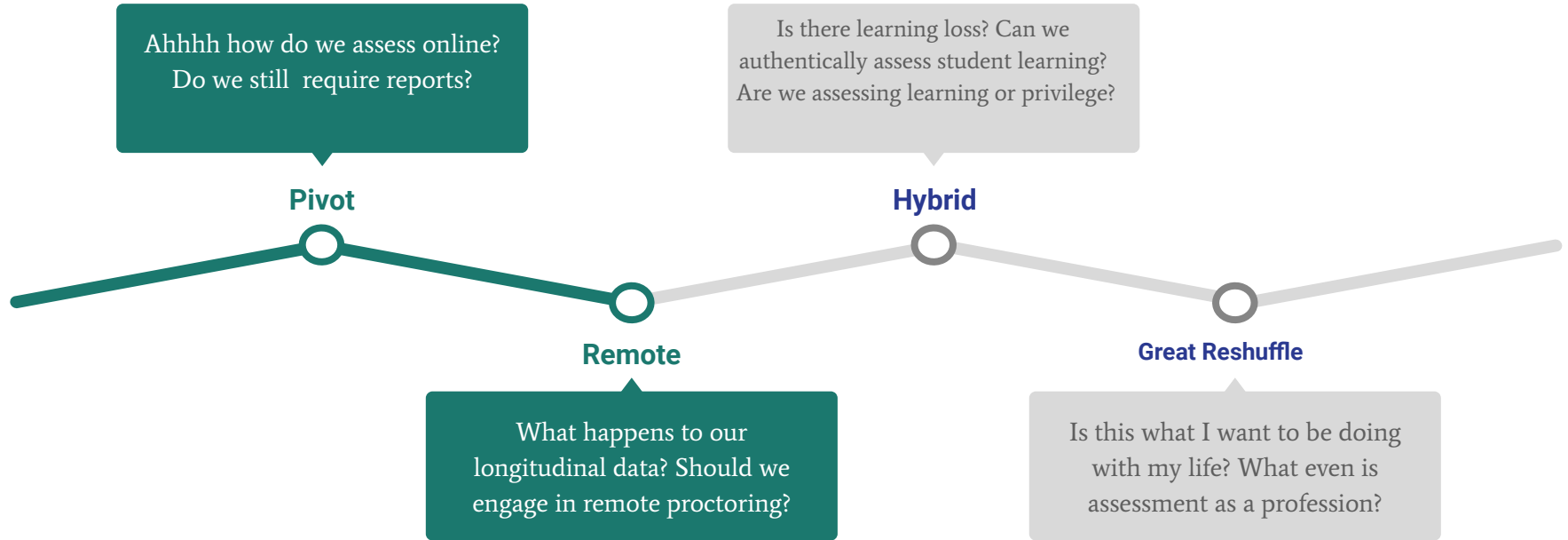
Are faculty?

Are assessment staff?

Are administrators?



# Assessment During a Pandemic



August 2020



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## Assessment During A Crisis: Responding to a Global Pandemic

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Natasha A. Jankowski

# 2020 COVID SURVEY

1. Holistic awareness of student needs
2. Equity concerns
3. Wide-scale professional development
4. Return to assessment basics
5. Fatigue



# 2021 COLLEGE PULSE SURVEY

58% felt unprepared for college

52% said learned less this year (59% of males)

46% said it took them more time to complete coursework than in pre-covid years  
(Sophomores had the hardest transition at 56%)

59% said professors were accommodating about additional time on assignments; but  
the current pulse of faculty is to limit such accommodations



# Navigating Life in 2022

65% feeling unmotivated

58% difficulty concentrating

50% mental health concerns

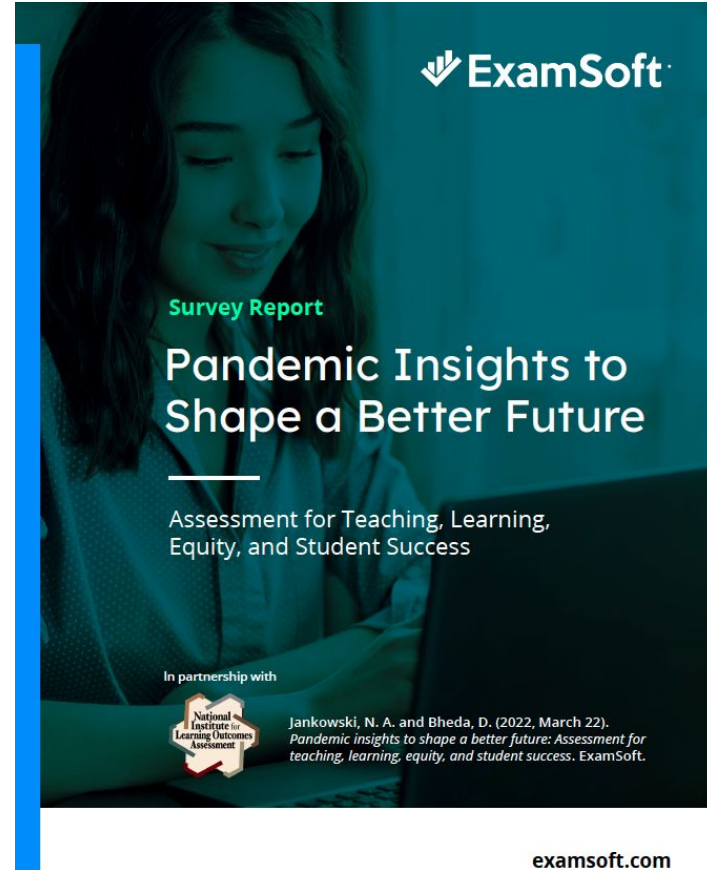
48% feeling behind academically

18% housing concerns




# 2022 Survey Highlights

1. Learning was negatively impacted
2. To move forward collaboration is key
3. Students need to be at the center
4. Equity is the driver





# Issues in Need of Attention 2022-2025

1. The role of students in assessment.
  2. The relationship between cheating, proctoring, and assessment.
  3. Technology usage in support of learning.
  4. Trusted evidence sources and equitable data use.
  5. Assessment as an equitable pedagogical practice.
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# Collaboration & Equity



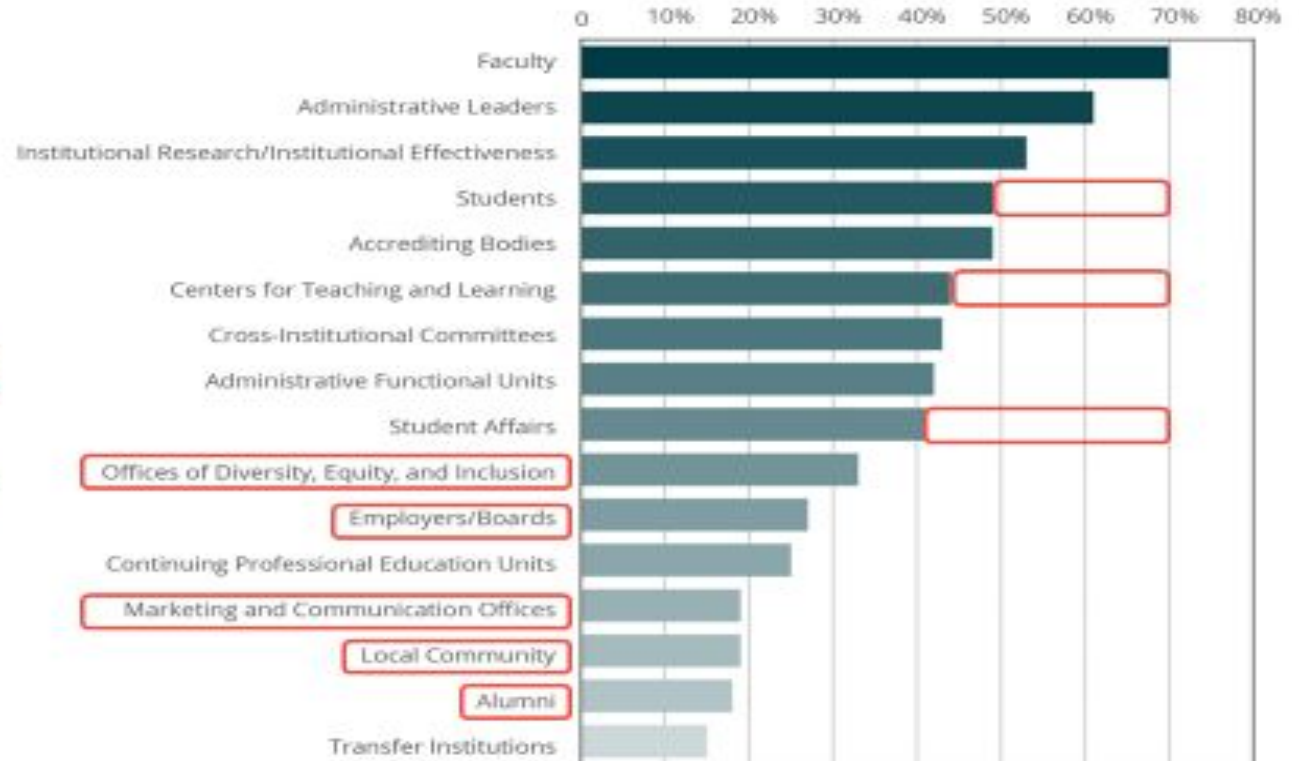
## Ice-Breaker Round 2

Let's do  
some  
polling!



# 2021-22 Pandemic Insights Survey

## Current partners for assessment & continuous improvement



# Pandemic Insights Survey Contd.

## Agreement with Statements:



## 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**

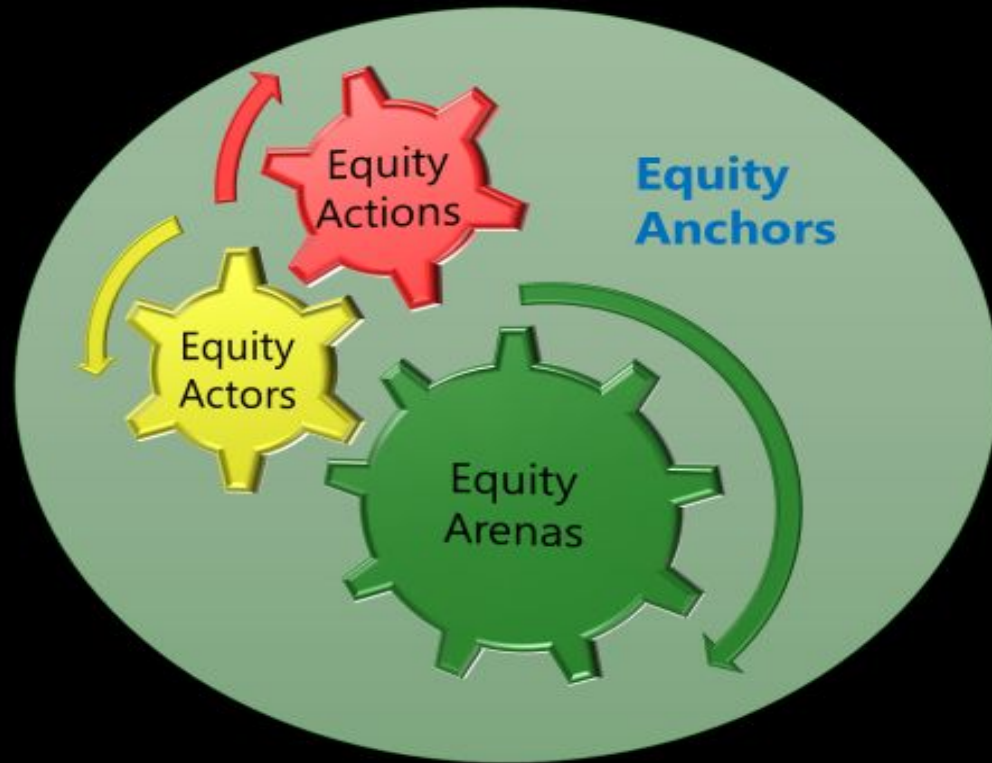
How do we create lasting impact?

# A Recap:

## An Offering: The Equity Framework

Anchors include:

1. Social Justice
2. Community
3. Time
4. Communication



## Ice-Breaker Round 3

Let's do  
some more  
polling!





# Three Considerations:

## Idea 1: The False Dichotomy between Quality & Equity

Quality

Equity

Efficacy

Standards & Validity

Rigor

Student Support &  
Success

Inclusion

Diversity &  
Difference

Access



# Three Considerations Contd.

## Idea 2: Transferred Oppression



# Three Considerations... Final

## Idea 3: Deficit Thinking & Pathologizing



Bringing it all together:  
Collective, Public Good–  
through Collective, Public  
( & Private) Action

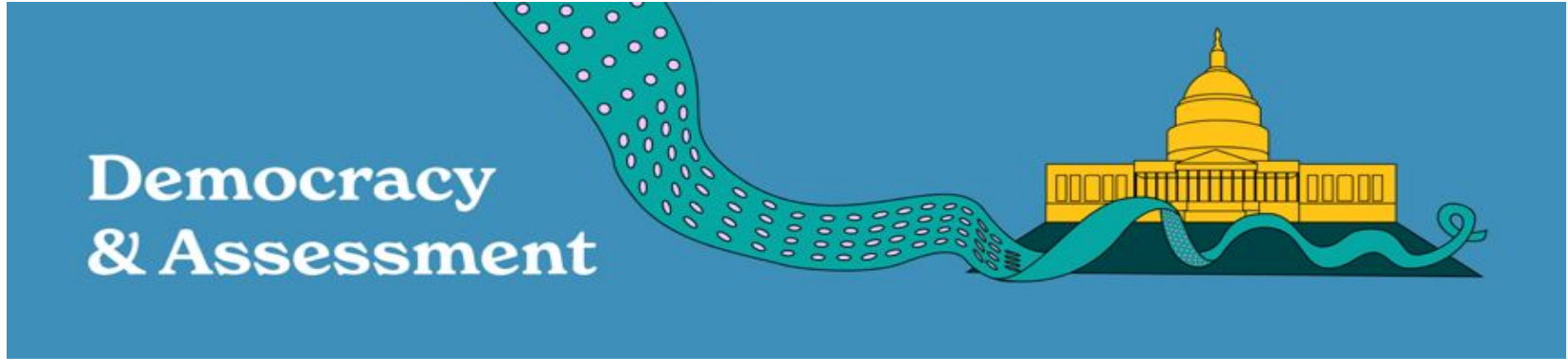


# Democracy & Students





# Democracy and Assessment Series



- Setting the Stage
- Defining Democratic Learning Outcomes
- Theory to Practice
- Future Directions
- Workshop for Implementing Processes

# Fostering Civic Engagement

Community Engagement

Volunteering

Voting



Measured via frequency and self-report of involvement after attending an institution



# U.S. Department of Education

2012 Report:

Education in America must prepare all students for informed participation in civic and democratic life—so that all Americans are ready to tackle the challenges confronting communities and the nation in the 21st century and so that the United States can continue to serve as a model democracy for people and governments around the world (p. 1).





## Footnote 1 in the report

By “civic learning and democratic engagement” we mean educational experiences that intentionally prepare students for informed, engaged participation in civic and democratic life by providing opportunities to develop civic knowledge, skills, and dispositions through learning and practice. These include civics and government as subjects unto themselves but also service-learning and other approaches for integrating a civic and democratic dimension into other disciplines



# AAC&U Civic Engagement Rubric

Define Civic engagement as “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivations to make that difference...”

**CIVIC ENGAGEMENT VALUE RUBRIC**  
© 2010 American Association of Colleges and Universities

**Definition**  
 Civic engagement is the process of individuals, groups, or institutions working together to address a public issue or to improve the quality of life in a community. It is a process of working together to address a public issue or to improve the quality of life in a community. It is a process of working together to address a public issue or to improve the quality of life in a community.

**Assessment and Reporting**  
 This rubric is designed to assess the quality of civic engagement activities and to provide a framework for reporting on the results of these activities. It is intended to be used by faculty, staff, and students to evaluate the effectiveness of civic engagement activities and to provide a framework for reporting on the results of these activities.


| Category                                   | Assessment  |   | Reporting   |   |
|--|---|---|---|---|
|  | 1   | 2   | 1   | 2   |
| <b>Meaning of Experiences and Learning</b> | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. |
| <b>Subject Knowledge</b>                   | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. |
| <b>Civic Values and Commitment</b>         | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. |
| <b>Civic Skills and Abilities</b>          | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. |
| <b>Civic Attitudes and Behaviors</b>       | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. | Students understand the importance of civic engagement and the role of the individual in the community. |

# Democratically Related Learning Outcomes

|  |  |
|--|--|
| Perspective Taking/Listening                               | Civil discussion and consensus building  |
| Frank disagreement and debate                              | Analysis of complex causal pathways      |
| Critical evaluation of evidence and alternative hypotheses | Active mentoring                         |
| Commitment to helping the community                        | Protect rights of others                 |
| Empathy, vulnerability, and compassion                     | Respect election results                 |
| Promote others engagement with diversity                   | Collaboration as distinct from team work |
| Reciprocity  | Power relations                          |
| Inclusiveness  | Humility and reflection                  |



# Lingering Questions

- What does an informed citizen look like in an age of social media?
  - What does it mean to be a part of community? An online community? What is our responsibility to our fellow community members?
  - What is good citizenship and what is the role of higher education to help get us there?
  - Can assessment be equitable and ethical if it is not democratic?
  - What values do we want to embody in assessment?
  - What role do students play in all of this?
- 

# Democratically Engaged Assessment: Reimagining the Purposes and Practices of Assessment in Community Engagement

*A White Paper*

*by*

*Imagining America's Assessing Practices of Public Scholarship  
(APPS) Research Group*

**Please cite as:** Bandy, J., Price, M. F., Clayton, P. H., Metzker, J., Nigro, G., Stanlick, S., Etheridge Woodson, S., Bartel, A., & Gale, S. (2018). Democratically engaged assessment: Reimagining the purposes and practices of assessment in community engagement. Davis, CA: Imagining America.

# Democratically Engaged Assessment

*Table 1: Commitments of Democratic Civic Engagement*

| <b>Elements of Democratic Civic Engagement</b>  |
|---|
| Being and doing with (not merely in, on, to, for)   |
| Focusing on assets, strengths, and resources rather than needs  |
| Co-creating knowledge and practice through multi-directional, synergistic flows of ideas and questions  |
| Collaborating in ways that are potentially transformative (of self, others, community organizations and communities, educational institutions, systems, paradigms) not merely transactional |
| Positioning all partners as co-educators, co-learners, co-generators of knowledge and practice through distributed power and responsibility   |
| Facilitating inclusive, deliberative democracy  |

# Students



# Spectrum of Student Engagement

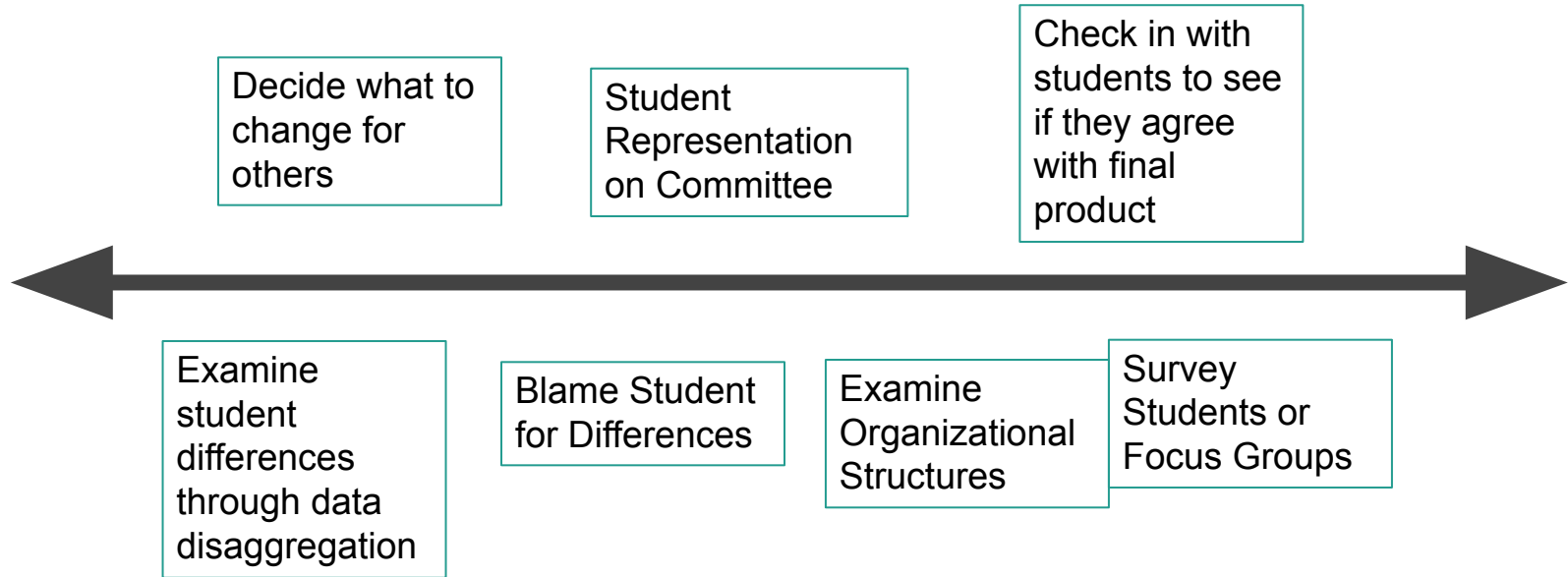
Student as object of  
Learning

Students identity  
issues and solutions





# Stops on the Spectrum of Student Engagement



# Research States...

Students come with a vast and varied experience with assessment to higher education along with beliefs on which approaches to assessment are meaningful (or not) to their learning (Struyven, Dochy, & Janssens, 2005).

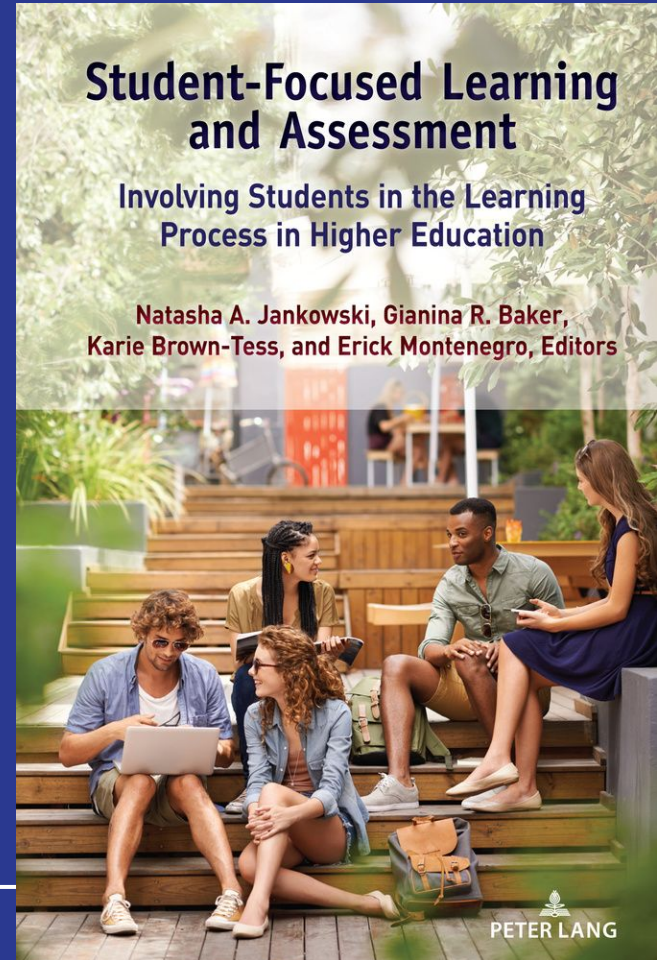
These beliefs impact how a student approaches assessment, prepares for it, and their participation in it (Boud et al., 2015).

Students view assessment to not be about learning but about accountability and to generally be unfair (Fletcher et al., 2012).

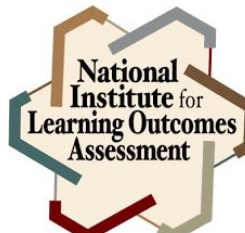
Since the 1990s, various studies have reported on the desire of students to have assessment be more meaningful to their learning, desiring less tests/exams and more choices in the ways to demonstrate their learning as well as involvement in the assessment process itself (Sambell et al., 1997; Zeidner, 1990).



How do you do it?



# Resources on How to Involve Students



## Assessment in Practice

### Implementing a Student Assessment Scholars Program: Students Engaging in Continuous Improvement

Nicholas P. Truncale, Elizabeth D. Chalk, Caitlin Pellegrino, & Jesse Kemmerling  
The University of Scranton

March 2018

In March of 2016, the University of Scranton's Office of Educational Assessment sent a team of four (one faculty member, one staff member, and two students) to a Tripartite Assessment Scholar Workshop at the Center of Inquiry at Wabash College. The workshop was titled "Students Engaging Students to Improve Learning: Using Student-Led Focus Groups to Gather and Make Sense of Assessment Evidence," with a view to help assessment leaders, faculty, staff, and institutional researchers create and implement student-led focus groups to address institutional assessment questions. Following the workshop, we returned to Scranton and began work on implementing a special program called the "Proved Assessment Scholars" that would involve students in the collection of qualitative institutional data. Student scholars in the program aid The University of Scranton in continuous improvement by examining viewpoints and ideas of other students and rendering suggestions to campus stakeholders in the university community. Each student who shares their unique perspectives with the student scholars receives the individual attention indicative of a Jesuit education so that those student impressions are communicated to stakeholders who may take action. Stakeholders on campus can be academic and non-academic program directors, department chairs, student government, division heads, or administrators.

During our time at Wabash, the team developed a strong framework for what would become the Proved Assessment Scholars. Upon our return, we set to work creating a mission statement, process and methodology paradigms, and goals for the program. During our first year, six projects (three with the Office of Study Abroad, one for Campus Safety and Student Government, and two for the Office of Educational Assessment) were completed through cooperation with campus stakeholders. To attract students to join the program, a general call for applicants was emailed to all University sophomore and

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)



### Bringing Student Voices to the Table: Collaborating with our Most Important Stakeholders

April 2018  
Ann E. Damiano

In her keynote address at the Assessment Network of New York conference (April 2017), Natasha Jankowski, Director of the National Institute for Learning Outcomes, challenged participants to develop student-centered assessment processes. She argued that assessment is something we should do in collaboration with students, not something we do to students.

Lebanon Valley College, a small, regional college in Annville, Pennsylvania, has involved students in assessment processes since 2013. These initiatives were a result of modifications made to the faculty committee structure. Prompted by a recommendation from the March 2012 Middle States Visiting Team, the college changed its committee structure to reduce redundancy, better facilitate systematic and organized assessment across the institution, and improve communication among the different policy committees. Prior to 2013, two faculty committees had responsibility for academic assessment: the Academic Evaluation and Policy Committee (AEP/C) coordinated program review, and the Academic Assessment Committee (AAC) managed annual departmental assessments of student learning. These two committees operated separately from one another, and neither interfaced with the Curriculum Committee. Since assessment is—or should be—central to curricular design, the faculty agreed to combine the AAC with the curriculum committee and created the Committee on Curriculum and Assessment (CCA). A sub-committee became responsible for reviewing the annual assessment reports of student learning and reporting back to the CCA. Undergraduates have historically served on the curriculum committee, therefore, following the committee reorganization, they were appointed by Student Government to serve on the assessment sub-committee as well.

The assessment sub-committee, chaired by the Senior Associate Dean for Academic Affairs, includes the Associate Dean for Student Affairs, the Director of the Center for Excellence in Teaching and Learning (CETL), three trained faculty members, and at least one student representative. The Associate Dean for Student Affairs is included because specific operations in his division are required by the institution to assess student learning, and the Director of CETL is involved so that the might identify how assessment results might inform faculty development opportunities.

Though no formal assessment has been done regarding student participation on the assessment sub-committee, faculty—those who served on the committee and those whose departments were recently reviewed by the committee—were asked to share their views on student involvement in the process. The overwhelming majority agreed that having students involved showed that they are central to assessment processes, that students, not Middle States, are at the heart of what we do. An English professor commented, "I like having them do it."



### Involving Undergraduates in Assessment: Documenting Student Engagement in Flipped Classrooms

December 2013  
Adrianus Sigrinini

At the University of California, Merced, the Students Assessing Teaching and Learning (SATAL) program trains undergraduates to conduct observations that describe (rather than evaluate) what goes on in class. The purpose of SATAL is to provide confidential, formative results of assessment to faculty and other university constituents with results that address the pedagogical impact of instruction and of related co-curricular initiatives. As an assessment support program, SATAL is available to instructional faculty, academic programs and administrative units interested in collecting indirect evidence in support of student learning outcomes. For instance, instructors and staff members might request SATAL students to collect data on classroom activities, courses, and services to gain a better sense of the student experience in those courses. Results of SATAL assessment are entirely confidential and the service is offered at no cost to the user.

Based on a similar program at Brigham Young University, SATAL was launched in 2007 with five students initially. One or more of those students was assigned to work on 20 assessment projects in support of 15 faculty and 13 programs from across the university. For instance, faculty would ask students to conduct observations of teaching and provide summary results of what they had observed. Since then our relatively new program at a new university that was launched in 2009 has nearly tripled in size, with 14 students now, most of whom are juniors and seniors. Excluding classes that SATAL students are currently taking, they can be assigned to any undergraduate class, including those they have previously completed. For fall semesters of AY2013-14 we have assigned 20 faculty and 5 academic programs, as well as some administrative units such as housing and student affairs.

The SATAL Program is based on the assumption that undergraduates are well positioned to provide supplemental classroom and co-curricular support. The peer-to-peer nature of the interaction between SATAL students and their peers enrolled in classes being assessed ultimately offers a non-threatening context for open, authentic reflection on learning. SATAL students are carefully selected through interview and faculty recommendation, and most of them will pursue a career in education. Students in the program participate in weekly training workshops. Functioning as a noncredit pedagogy course, the training schedule includes modules featuring the assessment tools for focus groups, ethnographic classroom observations, tripartite interviews of individuals or groups, questionnaire surveys, and classroom videotaping. In delivering the training modules, the SATAL program adopts diverse formats, such as student presentations, peer review activities, reflective writing, debates, and hands-on activities.

SATAL assessment of teaching and learning concentrates foremost on class observation. Rather than using a prescribed protocol of second observations, SATAL students complete the equivalent of an ethnographic description of whatever occurs in a class. We considered ways of adapting assessment rubrics from other universities (e.g.,



### Student Involvement in Assessment: A 3-Way Win

October 2013  
Josie Walsh

College students are arguably the group on campus least resistant to assessment efforts. Yet they remain an untapped resource as institutions seek ways to prove their value to both students and society. The key to effectively involving students in outcomes assessment is to intentionally match faculty needs with student interest. When students serve as statisticians, interns, and researchers, this is a 3-way win for faculty, students, and directors of assessment.

For example, one theatre department studied years of self-evaluations submitted by students during the formidable BFA review. Major in the fine arts senior degree program as BA students. The BA is a general degree. Acceptance into the professional degree program, the BFA, requires approval by departmental faculty through a rigorous review process that includes evaluations of live performances, coursework submitted to a portfolio, a written application, and an interview before the BFA committee. Part of the written application for the theatre BFA program includes a self-evaluation that students complete at the end of their first year. Following a recommendation by the assessment office, the faculty began submitting evaluations of each student along with his or her self-evaluations. A student intern interested both in music and statistics analyzed the data and wrote a report that led to a faculty-led focus on the importance of self-discipline for the successful BFA theatre student. Students now report specific ways they are working toward this goal. Improvements in student health, time management, and professionalism have been noted. Other projects that involved students analyzing files of stored data include student work conducting difficulty and dissemination matrices for assessment evidence, reliability analysis of rubric data for composition courses, mapping of the number and types of writing-intensive courses students take on to measure undergraduate degrees, multi-dimensional scaling of general education goals, and comparison of global assessments of teacher education students entering in various geographical areas of the state.

Sometimes a simple review of existing data leads to meaningful student research. For example, a group of students noticed discrepancies between student (NSSE) and faculty (PSE) perceptions of student commitment to academic endeavors hypothesized that one group's low-performing benchmark scores on academic challenge were due to low faculty expectations. They conducted an experiment that resulted in an evidence-based report to deans on just how much faculty would expect of first-year students if they "saw us as we see ourselves." Another experiment that started with a survey of masses of stored data resulted in a solutions intervention with one of the university's gatekeeper courses that suffered from high DFW rates. Student-outfitted focus groups with participants along with post-pilot data analysis have resulted in ongoing changes made to the general chemistry course.

Finally, students can be an asset to the assessment work done by co-curricular units. Assisting the career services unit, four students enrolled in a research methods course were able to double the response rate of senior exit

# Viewpoint

[www.learningoutcomesassessment.org](http://www.learningoutcomesassessment.org)

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# International Journal for Students as Partners

<https://mulpress.mcmaster.ca/ijsap>



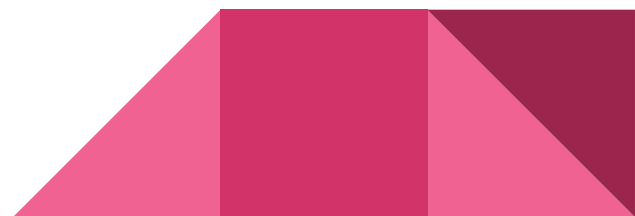
# Students as Partners Series: Are we ready to let go of some responsibilities and authorities?

 Seminar



## ► **Students as Partners Series:**

**Are We Ready to  
Let Go of Some  
Responsibilities  
and Authorities?**





# Healing-Centered, Future Directions, & NILOA Track



# Healing-centered assessment

Raise your hand if you attended my keynote on this topic virtually last year!

What word best describes how you are feeling now?



A word cloud where the word "inspired" is the largest and most prominent. Other words include "grounded", "appreciative", "traumas", "loved", "community", "calm", "hopeful", "challenged", "whew", "invigorated", "caring", "pensive", "year", "past", "relief", "appreciation", "reminder", and "optimistic".

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Start the presentation to see live content. For screen share software, share the entire screen. Get help at [poller.com/app](https://poller.com/app)





# Healing-centered assessment

Truly responding to the well-being of students, colleagues, and ourselves centers healing and providing opportunities to work through said trauma and in doing so, allows for collective healing.

Student-faculty partnerships are important to the healing process.

*“Is healing-centered assessment equity-minded OR is it that equity-minded assessment practices are healing-centered?”* (Trends in Assessment, 2023)

August 2020

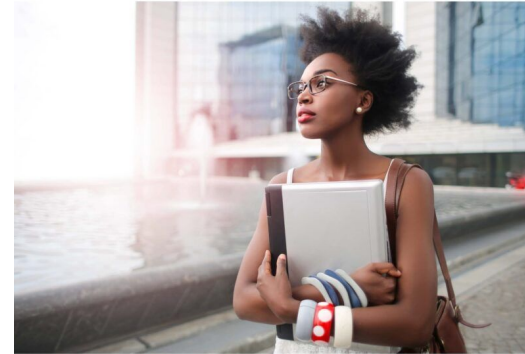


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## Assessment During A Crisis: Responding to a Global Pandemic

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Natasha A. Jankowski



# Healing-centered assessment concepts from audience

- “Being mindful of how we invite and ask others to engage in collaborative work in assessment (faculty, staff, students)”
- “Incorporating more Indigenous learning methods (i.e., centering community conversations and relationships) to apply to other assessment methods”
- “Empathy with enhanced listening skills”
- “Healing as a learning outcome - coming out of a course or program LESS traumatized or more able to cope with trauma”



# Future Directions

- Begin with humanity.
- Are there different theories, schools of thought, paradigms of assessment?
  - And if so, what are they?
- Shared Values:
  1. Collaboration is key.
  2. Keep students at the center.
  3. Let equity be the driver.



# 2022 NILOA Track @ Assessment Institute

Condensed this year as there has been a proliferation of tracks (a good thing!)

5 sessions this year (including this keynote):

- Recentering equity within assessment
- Panel of assessment professionals
- Building off research on assessment lenses
- Assessment at community colleges



Thank you!



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