Reframing Assessment in a Post-Pandemic World

Dr. Gianina Baker, Assistant Director,
National Institute for Learning Outcomes Assessment

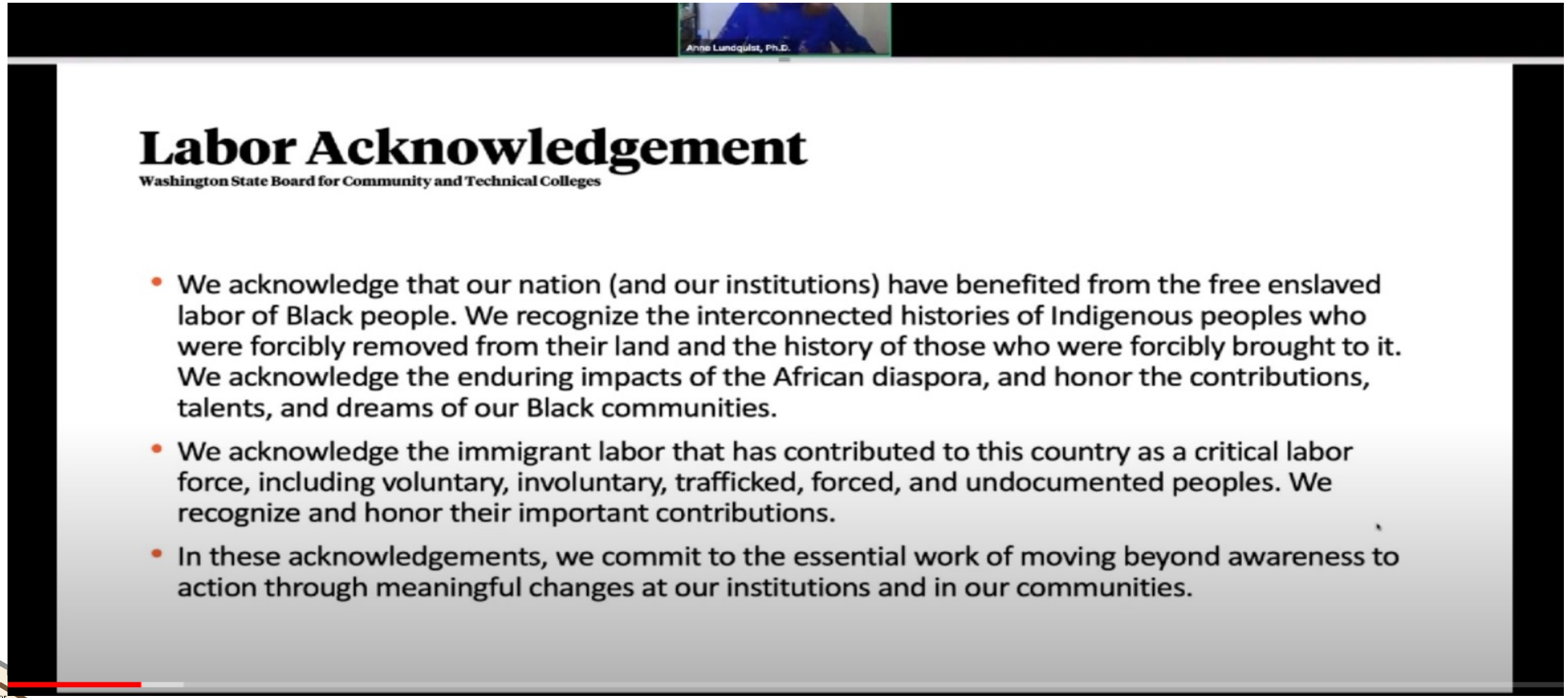
May 2021

Land Acknowledgement

I/We would like to begin today by recognizing and acknowledging that we are on the lands of the Peoria, Kaskaskia, Piankashaw, Wea, Miami, Mascoutin, Odawa, Sauk, Mesquaki, Kickapoo, Potawatomi, Ojibwe, and Chickasaw Nations. These lands were the traditional territory of these Native Nations prior to their forced removal; these lands continue to carry the stories of these Nations and their struggles for survival and identity.

As a land-grant institution, the University of Illinois has a particular responsibility to acknowledge the peoples of these lands, as well as the histories of dispossession that have allowed for the growth of this institution for the past 150 years. We are also obligated to reflect on and actively address these histories and the role that this university has played in shaping them. This acknowledgement and the centering of Native peoples is a start as we move forward for the next 150 years.

SAAL Structured Conversation on Assessing Belongingess and Marginality



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A research and resource-development organization dedicated to documenting, advocating, and facilitating the systematic use of learning outcomes assessment to improve student learning.

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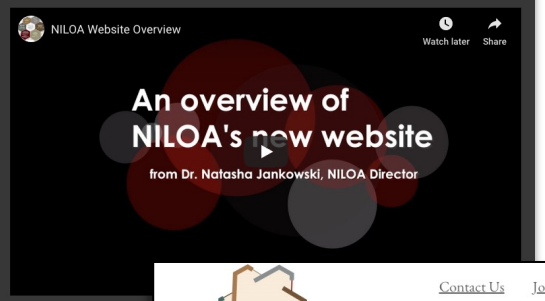
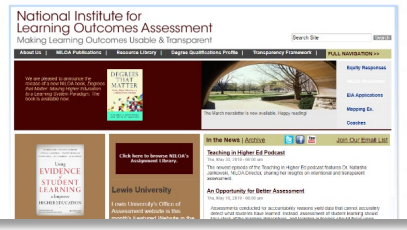
The National Institute for Learning Outcomes Assessment makes learning outcomes visible and useful to the public.



NILOA Updates



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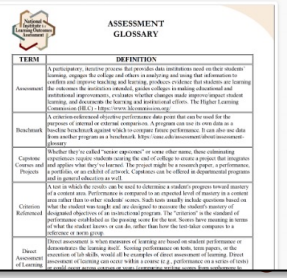
New to Assessment?

First time exploring the field of assessment? Fear not. We put together a collection of open-access resources introducing the basics of assessing student learning. We recommend starting here, and then exploring and supplementing these resources with materials that are relevant to your specific practice questions and audiences.

- Glossary, Acronyms, & Journals
- Writing Learning Outcomes
- Foundations of Assessment
- Assessment Landscape
- Assessment Practice
- Stakeholder Roles

Conversations around assessment—akin to higher education in general—can quickly become jargon filled. Thus a good starting point involves an overview of key terms and acronyms.

Our Acronym List takes the guess work out of what the acronyms for which accrediting agencies and assessment-related organizations stand. It is not an



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Question(s) at Hand

What question about assessment processes and practices brings you to the website today? In this section we have collected the most often queried topics and questions to help meet current needs. While the resources here are not exhaustive, they provide a starting point to begin answering your questions. We will continue to update this section based on need!

Top Questions We Receive:

- General Education and Assessment?
- Engaging Faculty?
- Curriculum Mapping & Alignment?
- Co-curricular Assessment?
- Involving Students?
- Using Evidence of Student Learning to Improve?

Additional Questions:

- Equity in Assessment?

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Today's Overview

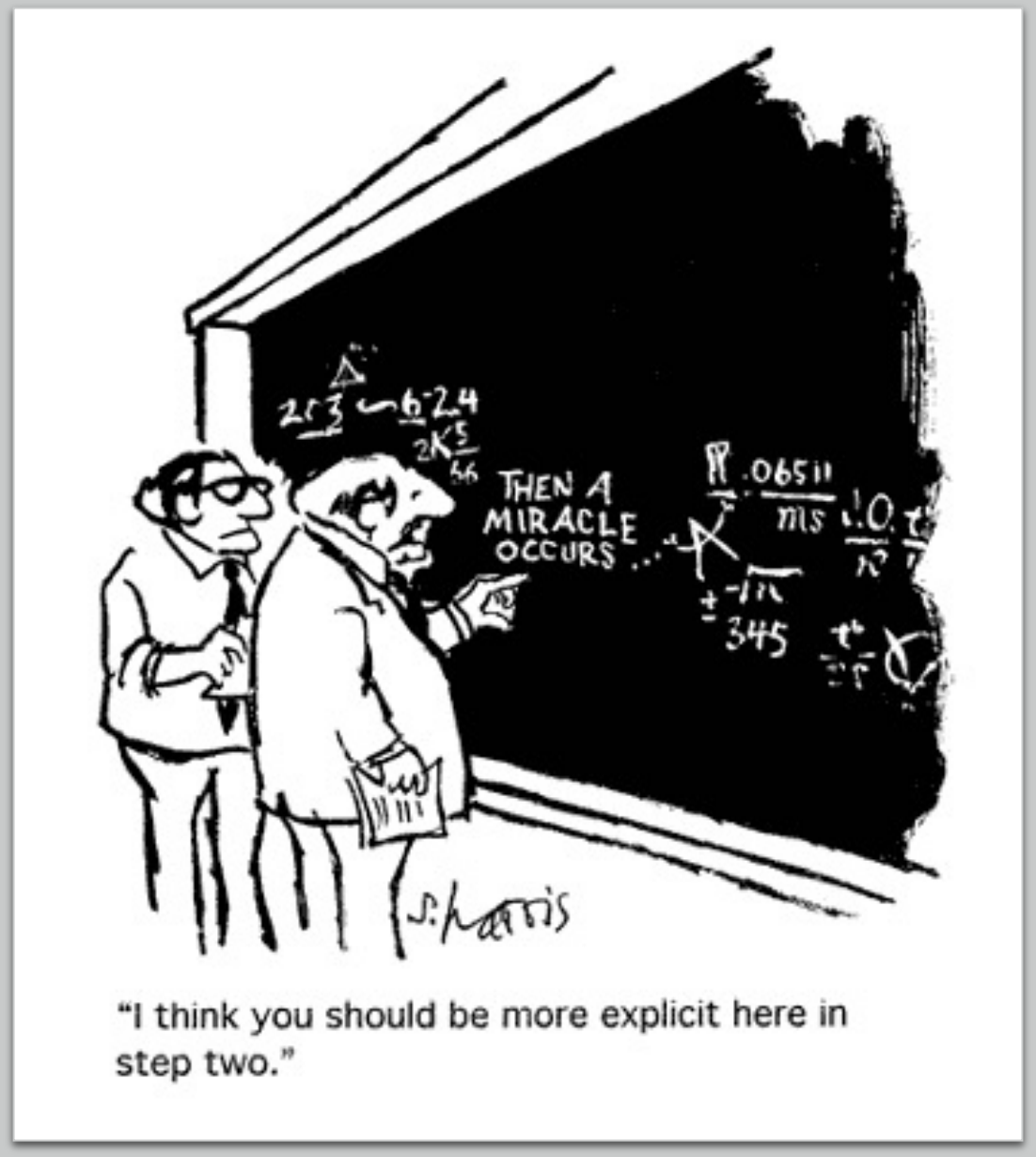
If we leverage the opportunities now available because of a disruptive global pandemic, what are the possibilities?

- What we've learned over the pandemic
- Current obstacles
- Moving forward post-pandemic

Reflection Questions

- What have you wanted to do?
- How are you leveraging technology to enable learning of your students?
- How do you understand mastery of your students?
- Who are your students?
- How has the pandemic changed your plans?

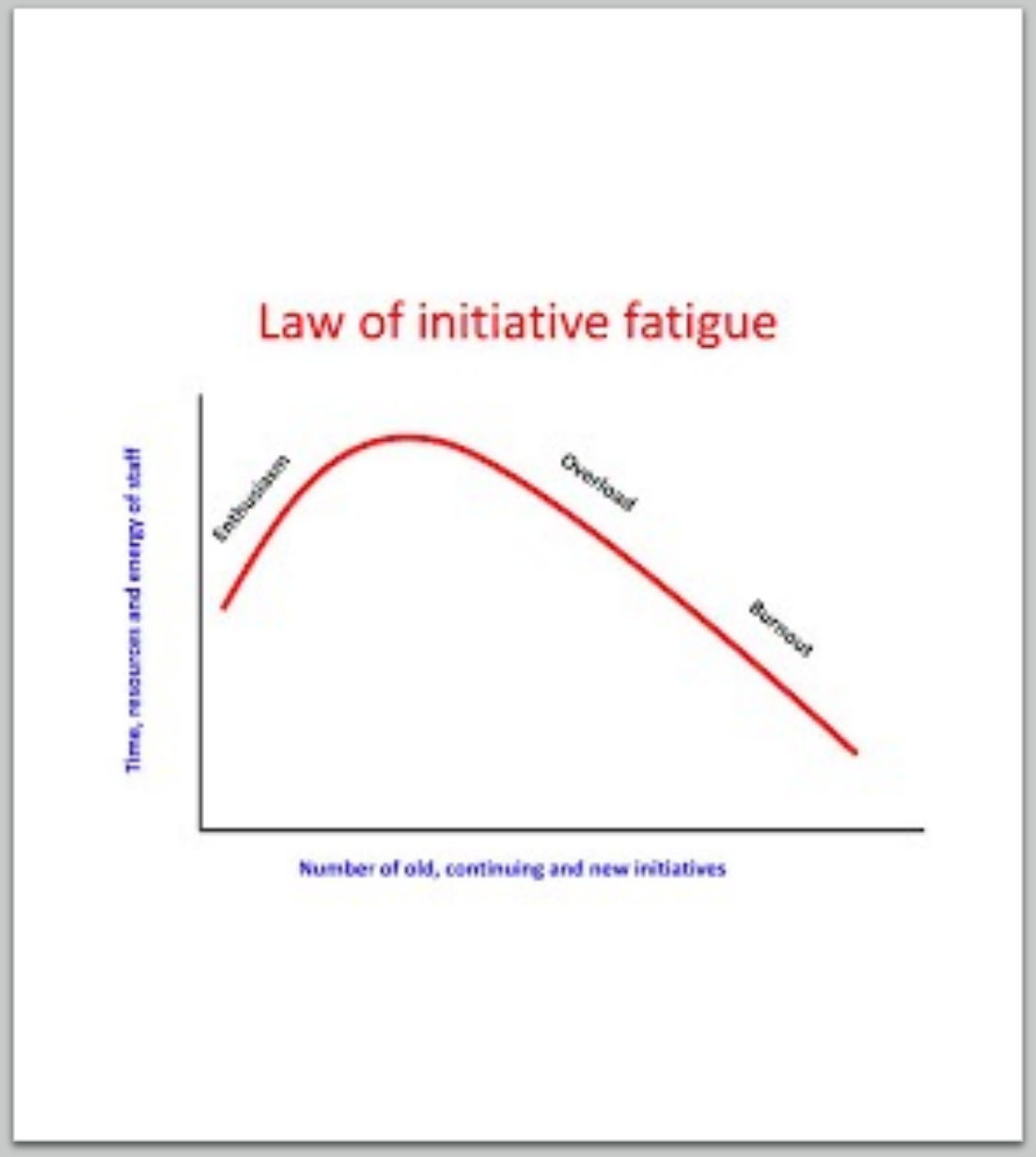
ASSESSMENT IS…



"I think you should be more explicit here in step two."

Assessment Defined

Assessment is most commonly defined as the systematic process of collection, review, and use of information about educational programs, practices, experiences, courses, and the like undertaken for the purpose of improving student learning and development as well as for judging the effectiveness of programmatic offerings in supporting student attainment of learning outcomes.



Reflection Questions (add in chat)

- What's Seton Hall's institutional assessment story over the pandemic?
- With what you know now, what would you do differently?
- Let's take a look back….

"As a recovering academic, I have been startled to discover recently that students learn outside of class. Who knew? As a
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Comments of Georg
Mehaffy, at the 34
Annual Conference o
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Experience in 201

The Difference Between Emergency Remote Teaching and Online Learning

Charles Hodges, Stephanie Moore, Barb Lockee, Torrey Trust and Aaron Bond Friday, March 27, 2020

17 min read

Well-planned online learning experiences are meaningfully different from courses offered online in response to a crisis or disaster. Colleges and universities working to maintain instruction during the COVID-19 pandemic should understand those differences when evaluating this emergency remote teaching.

SHARE

Evaluation Questions of Emergency Remote Teaching

Institutions might want to consider evaluation questions such as the following:

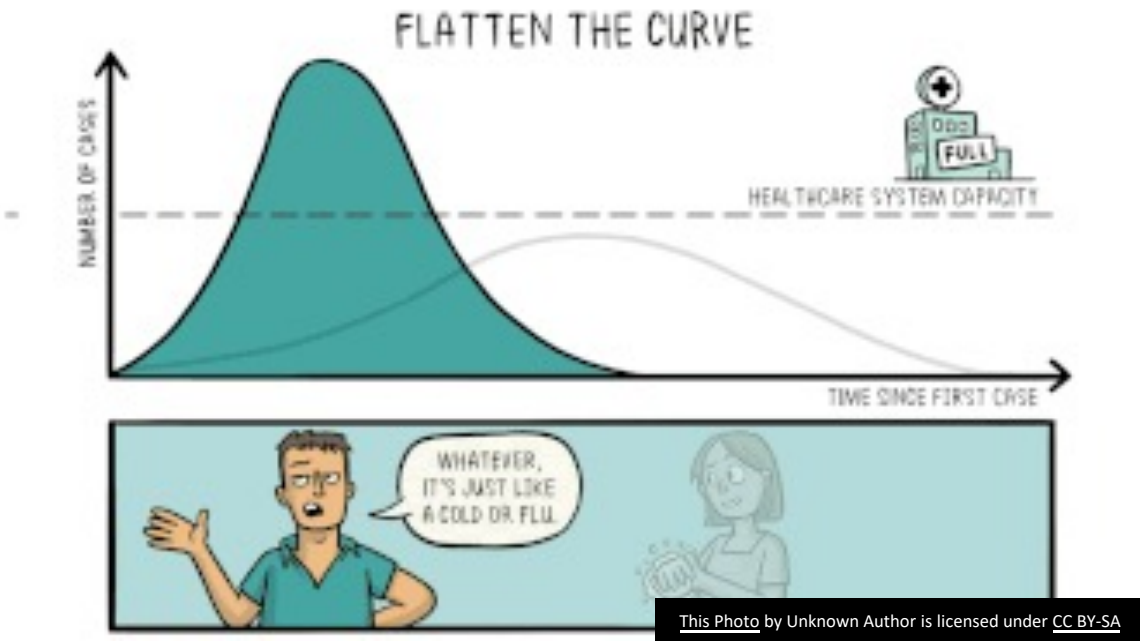
- Given the need to shift to remote instruction, what internal and external resources were necessary in supporting this transition? What aspects of the context (institutional, social, governmental) affected the feasibility and effectiveness of the transition? (context)
- How did the university interactions with students, families, personnel, and local and government stakeholders impact perceived responsiveness to the shift to ERT? (context)
- Was the technology infrastructure sufficient to handle the needs of ERT? (input)
- Did the campus support staff have sufficient capacity to handle the needs of ERT? (input)

ERT Questions (cont.)

- Was our ongoing faculty professional development sufficient to enable ERT? How can we enhance opportunities for immediate and flexible learning demands related to alternative approaches to instruction and learning? (input)
- Where did faculty, students, support personnel, and administrators struggle the most with ERT? How can we adapt our processes to respond to such operational challenges in the future? (process)
- What were the programmatic outcomes of the ERT initiative (i.e., course completion rates, aggregated grade analyses, etc.)? How can challenges related to these outcomes be addressed in support of the students and faculty impacted by these issues? (product)
- How can feedback from learners, faculty, and campus support teams inform ERT needs in the future? (product)

Assessment Community Check-Ins

- Return to Assessment Basics
- This is not a test of online education. Remember: It's not about learning online; it's about learning in a global pandemic crisis.
- Compassion not compliance should drive decisions at this time.
- Listen to students and be flexible.
- Do not require a higher-level of proof in an online class then you would in face-to-face.



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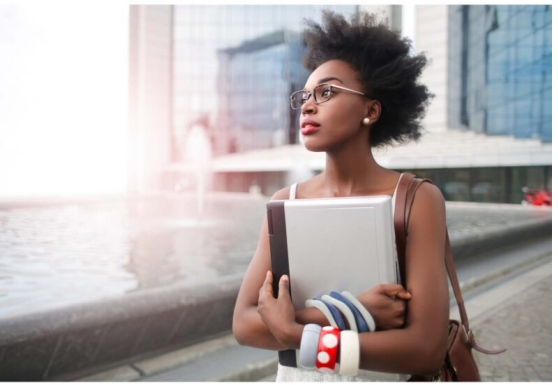
Check-Ins (cont.)

- Don't start from a point of negativity in perceptions of students to create policy. A policy should not be about blocking cheating but enabling learning.
- Modify end of course/faculty evaluations and use them as a formative planning tool.
- Assessment of student learning is ongoing this semester, the reporting of those efforts is a lower priority that can be postponed or altered.
- This is an opportunity to go beyond surface learning and into deeper learning.

August 2020

Assessment During A Crisis:
Responding to a Global Pandemic

Natasha A. Jankowski



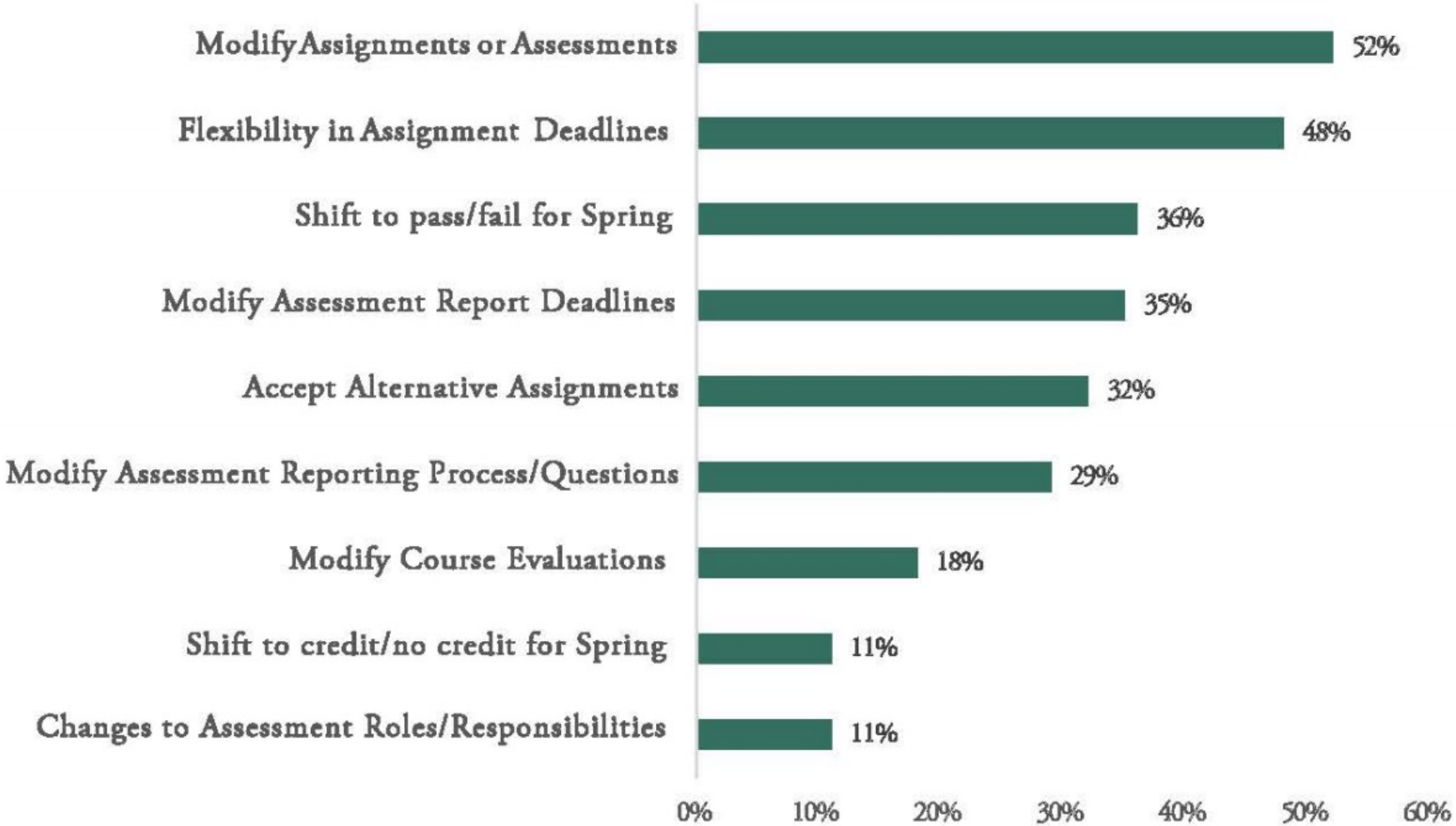


Figure 1. Changes made in Spring 2020 in response to COVID-19.

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Responding to a Global Pandemic

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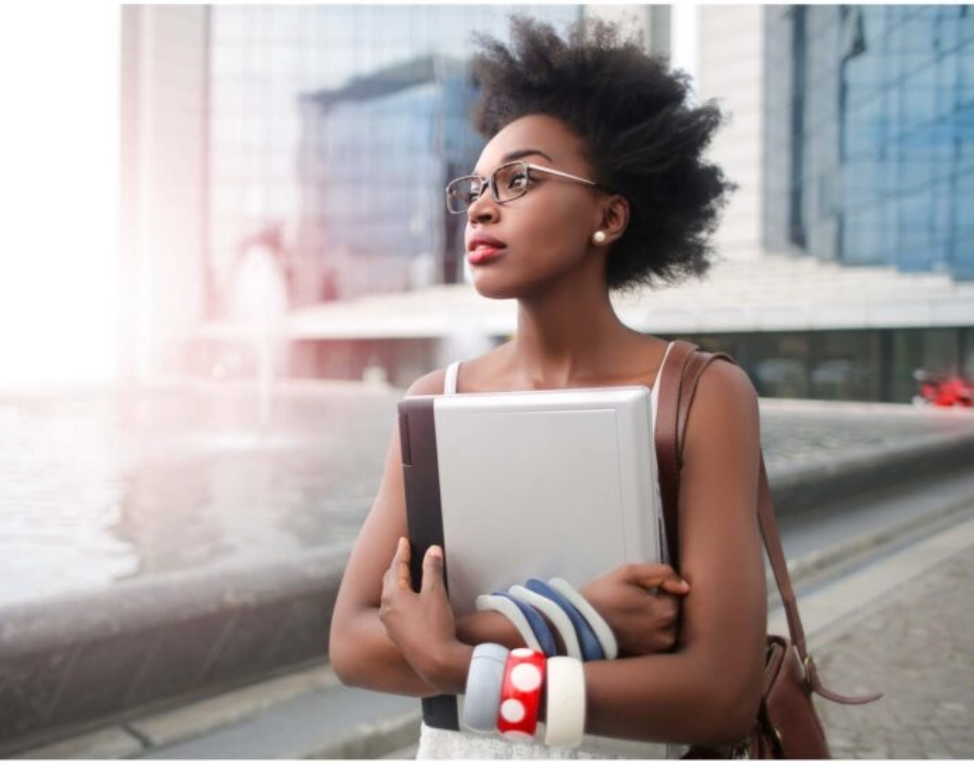


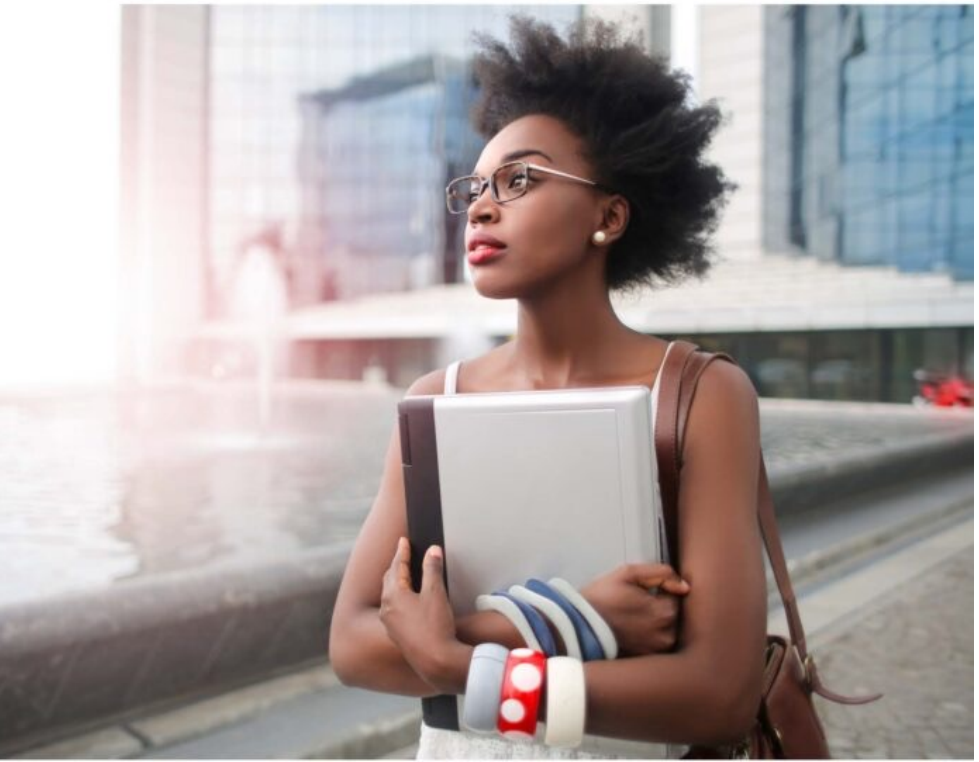
DON'T….

1. Do not forget that we are in a pandemic. Still. Do not forget that it is also an inequitable pandemic.
2. Do not cause further harm. Do not support, enable, or endorse policies that perpetuate further inequities or fuel negative perceptions of students.
3. Do not ask students for their approval of a decision that has already been made. Instead, engage with them in advance to help determine a solution.
4. Do not require a higher-level of proof of learning in an online class than you would normally require in a face-to-face setting.
5. Do not forget that this is not the educational experience students wanted or expected. Nor is this a test of online education. And in case you were wondering, it still will not be "online education" in the Fall. It will continue to be a derivative of emergency remote teaching and learning.

st 2020

Assessment During A Crisis:
Responding to a Global Pandemic

Natasha A. Jankowski



DO….

1. Do use learning outcomes as a guide and means to design and focus educational offerings.
2. Do listen to student voices AND respond accordingly.
3. Do modify assignments and assessments in ways that are flexible, utilize low-bandwidth, and are based in the principles of equitable assessment.
4. Do be aware of and address systemic inequities.
5. Do engage in trauma-informed and healing-centered pedagogy and assessment.

Survey comments

"...before students even logged in remotely the first time, faculty believed academic standards were lowered, and that instead of making changes to how we assess students, they reverted to more historical means of testing, proctoring, and reducing perceptions of cheating as opposed to changing assessment to reflect reality" (Comment 1)

"rather than summative projects or practicums that better gauge skills-based learning—it is like faculty forgot everything they knew about meaningful assessment" (Comment 2)

Current Obstacles

INSIDE HIGHER ED

News & Views | Job Search | Events | Reports & Data

Coronavirus Live Updates - 8 min 55 sec ago

What Employers Want | LGBTQ Students Sue Education Department

Become An Insider | Login

Admissions | Diversity | Student Voice | Membership

Free Newsletters | Advertise | Hire Faculty & Staff

#Quick Takes

Indigenous and LGBTQ Students' Mental … Pandemic

By Greta Anderson // February 17, 2021

Indigenous students reported the highest rates of negative mental health related to the pander… compared to students in all other racial and ethnic groups who visited their college counseling… last year, according to new data released by the Center for Collegiate Mental Health. Black, His… Latino, and Indigenous students also reported the highest rates of grief and loss, a blog post al… data said.

Between 71 and 72 percent of American Indian, Alaska Native, Native Hawaiian or Pacific Islan… students who started treatment through their college counseling center reported negative men… health impacts due to COVID-19, a higher rate than Black students (56 percent), Hispanic or La… students (65 percent), Asian students (62 percent) and white students (68 percent), the CCMH… post said. LGBTQ students, especially nonbinary, pansexual, queer and transgender male stude… also experienced higher rates of negative mental health during the pandemic than their non-LG… peers, the post said.

The blog post, which was posted Tuesday, is the third of five reports from the CCMH, a researc…

…cy Collection

The ongoing trauma of COVID-19… unmanaged global pandemic. The… profound and so uniquely shatterin… midst of disaster, to begin the proc…

Print

Northern Public Radio

Classical WNIU | WNIJ News | Podcasts | Music | Events | Support | A…

COVID Shut Down Most Prison Education Programs. Here's How Incarcerated Students Have Kept Learning

By PETER MEDLIN • APR 13, 2021

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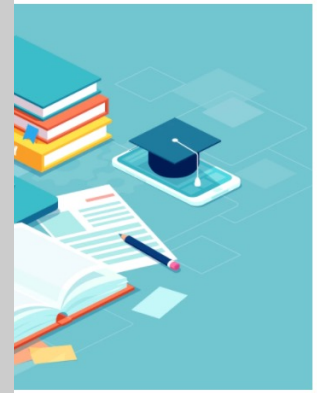
ADVICE

A Year of Remote Teaching: the Good, the Bad, and the Next Steps

…of the faculty's vast new capacity to…



GETTY IMAGES

…gan to settle in: All the workarounds we'd …looming pandemic weren't going to be a…

…aching has pushed academics to the edge …n do with the tech we have and the …ed a massive new reserve of faculty …tools. We're never going back to a time …asic knowledge about things like learning- …acing, or when the ability to teach in a…

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COVID-19 Pandemic [Curr Psychiatry Rep. 2021]

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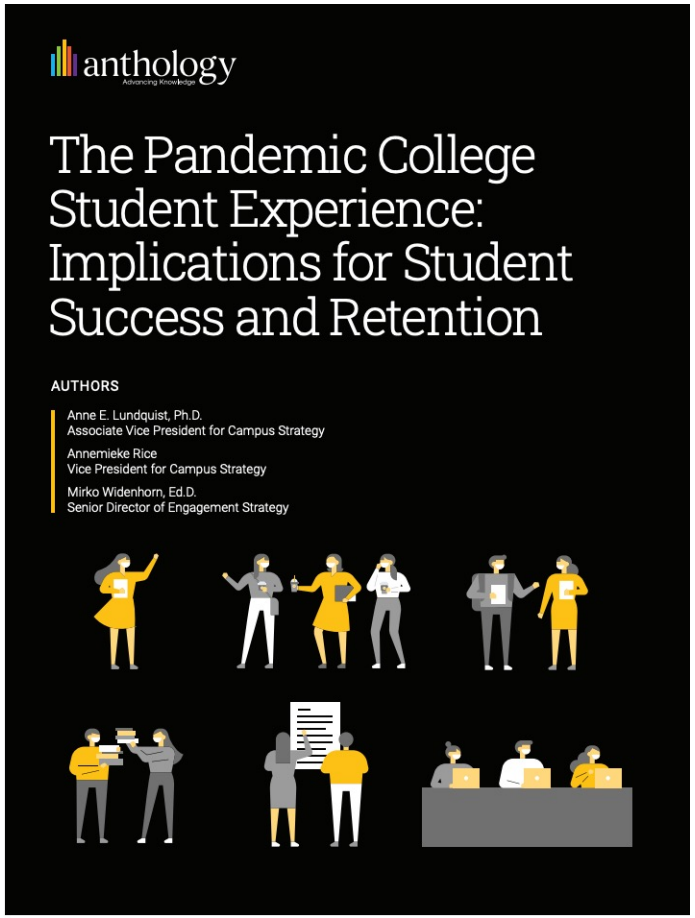
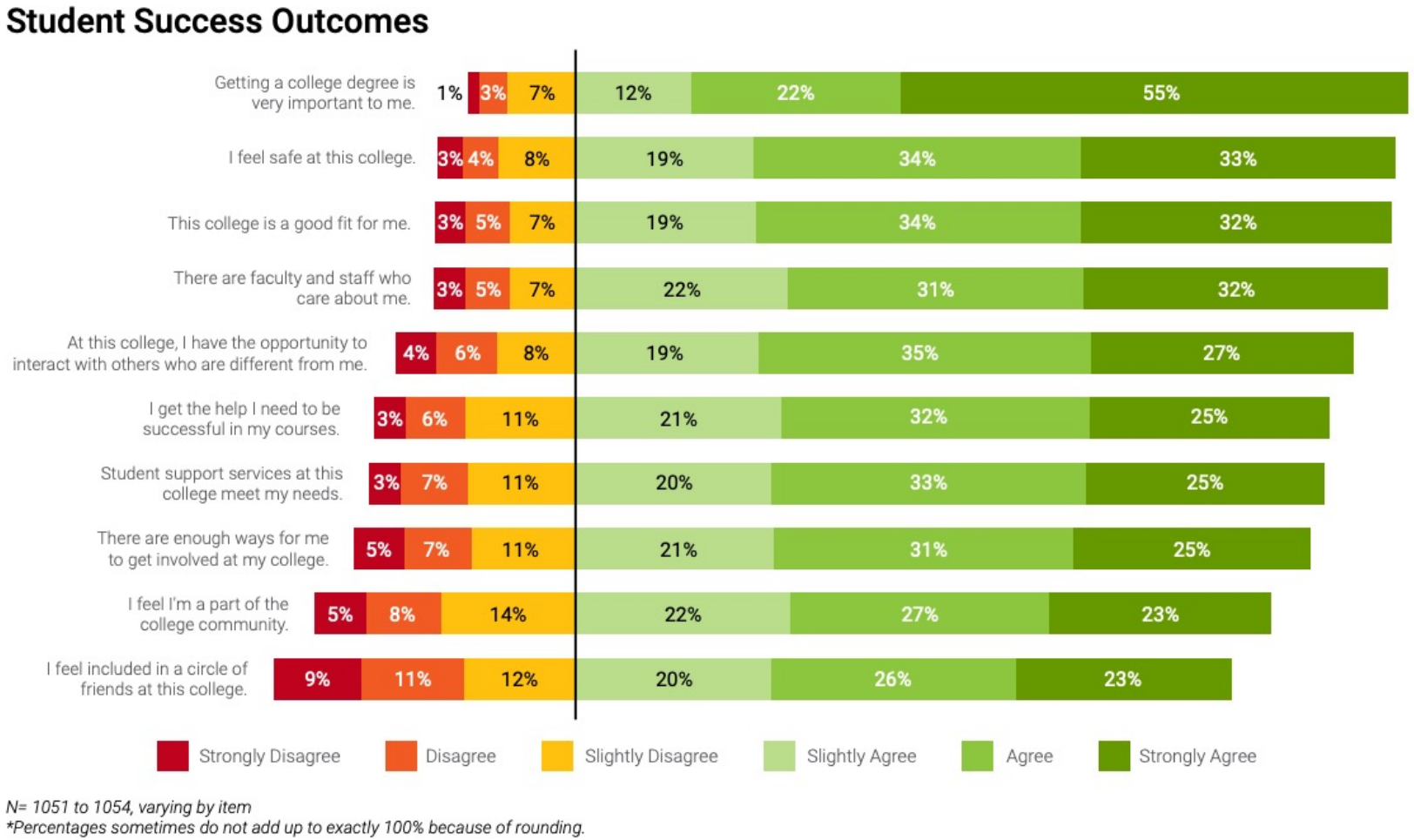
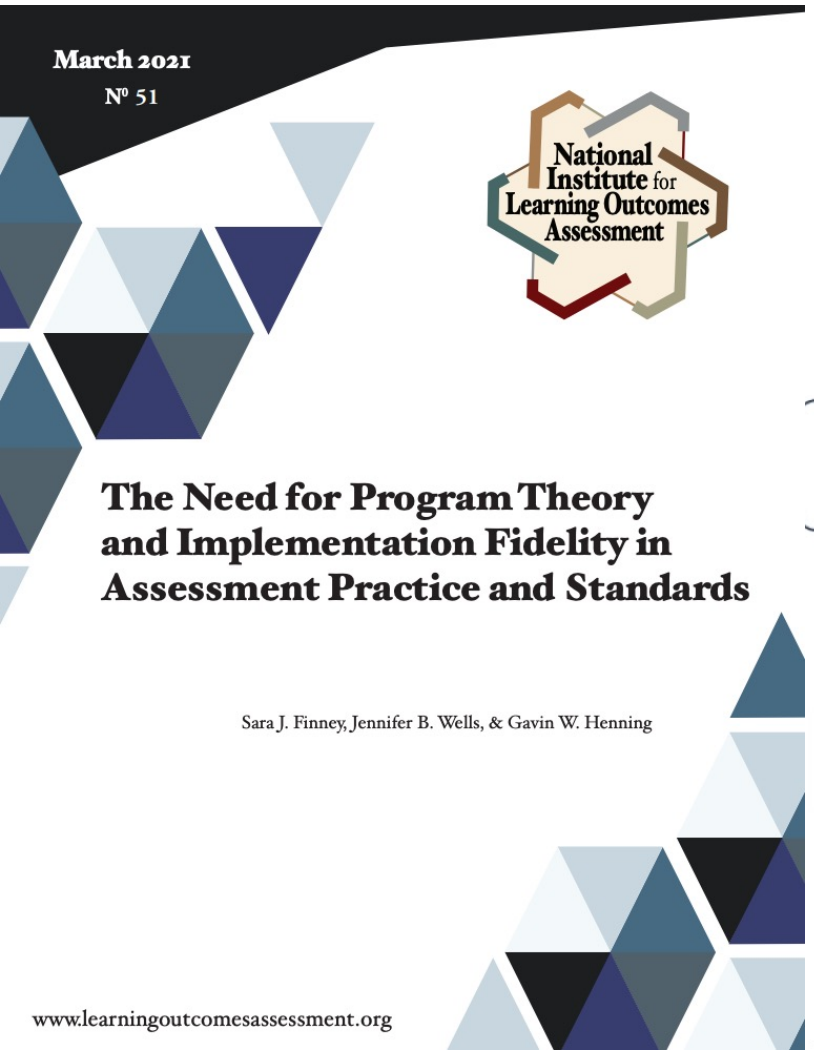
Current Obstacles (cont.)





N= 1051 to 1054, varying by item
**Percentages sometimes do not add up to exactly 100% because of rounding.*

Current Obstacles (cont.)



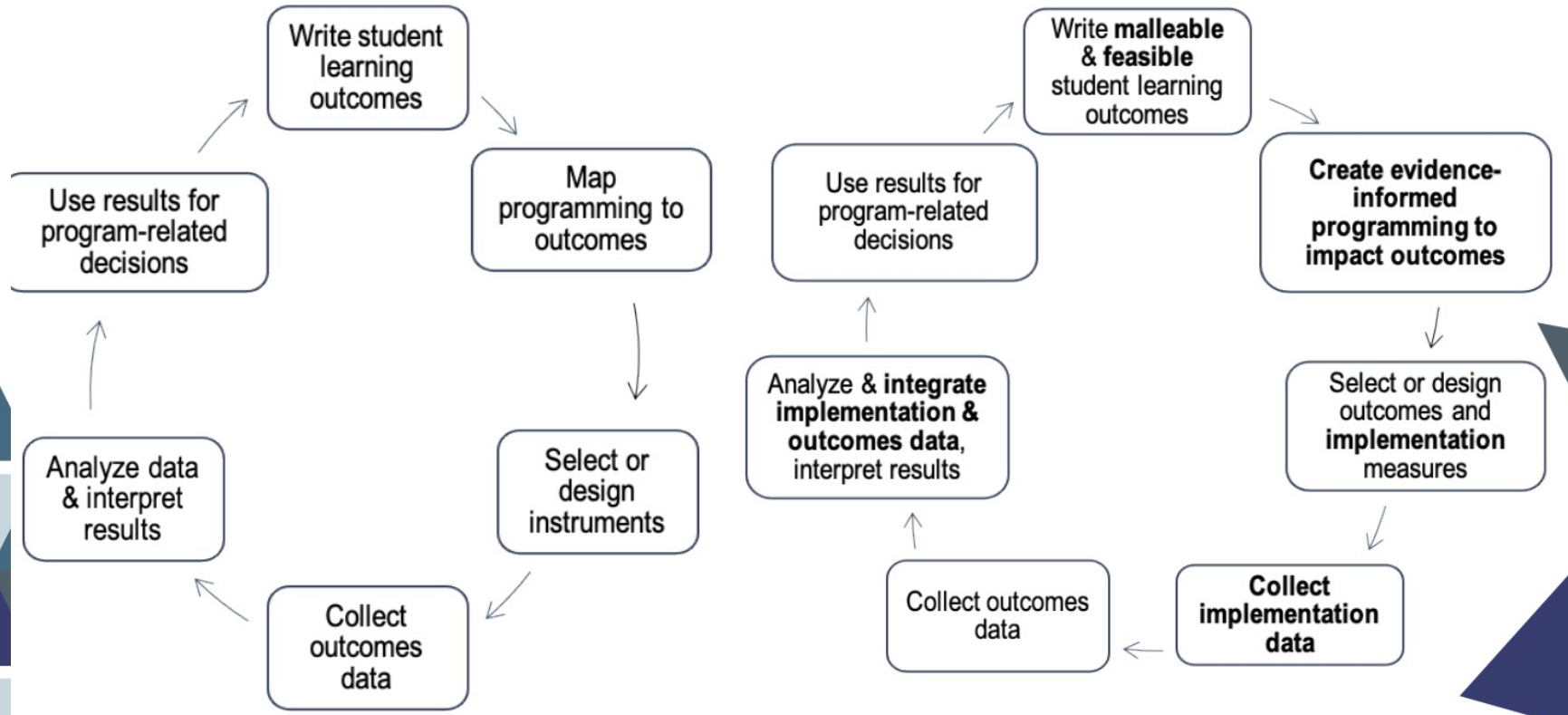
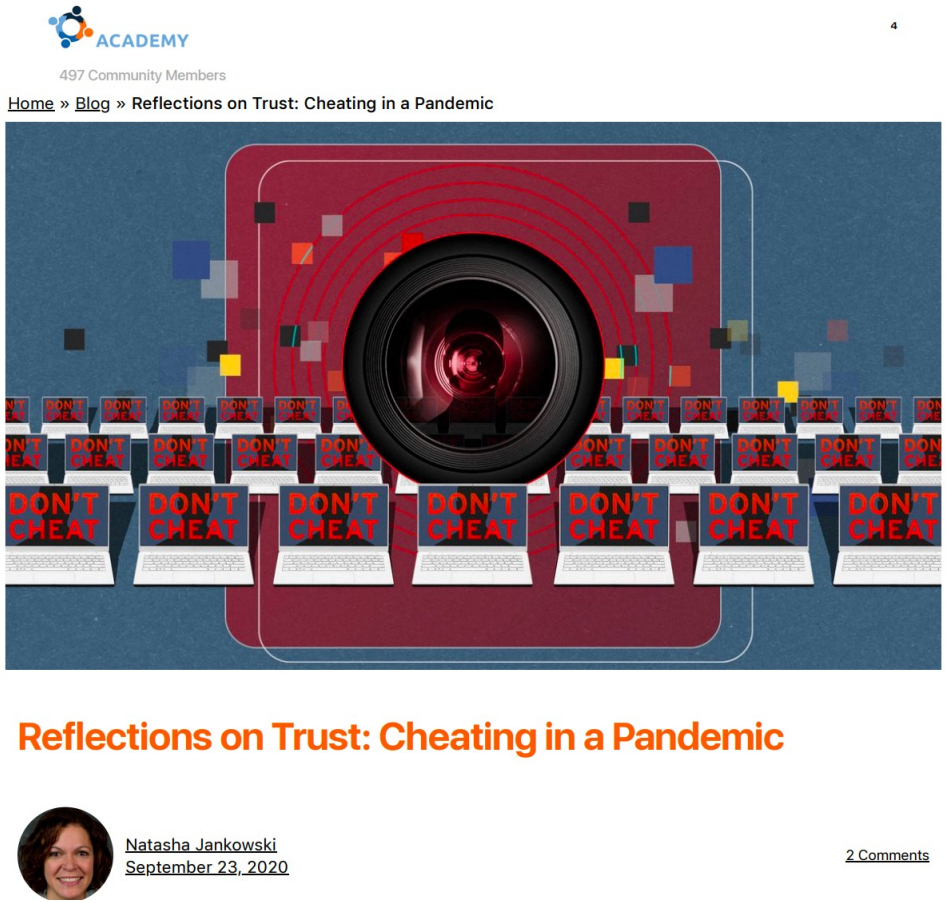


Figure 1. Typical (left) versus expanded (right) outcomes assessment process.

Jankowski piece on Reflections on Cheating



Moving forward

- Healing-centered assessment
- Equity-centered assessment
- Learning outcomes/Transparency
- Appreciative Inquiry

Anti-Racist Resources for Teaching, Learning, and Assessment of Student Learning

We've compiled a list of curated resources to assist in your journey in anti-racist teaching, learning, and assessment of student learning:

Organization Statements:

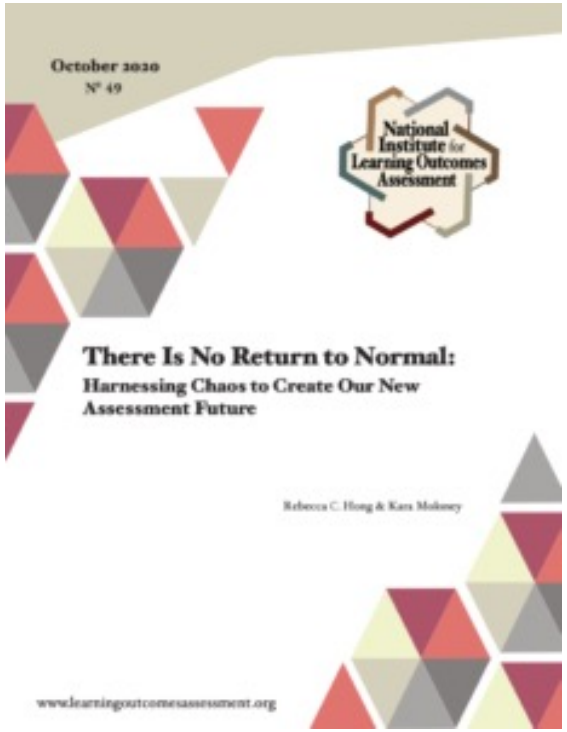
- ACPA Imperative for Racial Justice and Decolonization
- Black Lives Matter Statement from Student Affairs Assessment Leaders
- Council on the Advancement of Standards (CAS) Governing Board Statement on racism, injustice, and brutality
- AIR Statement on Racial Injustice

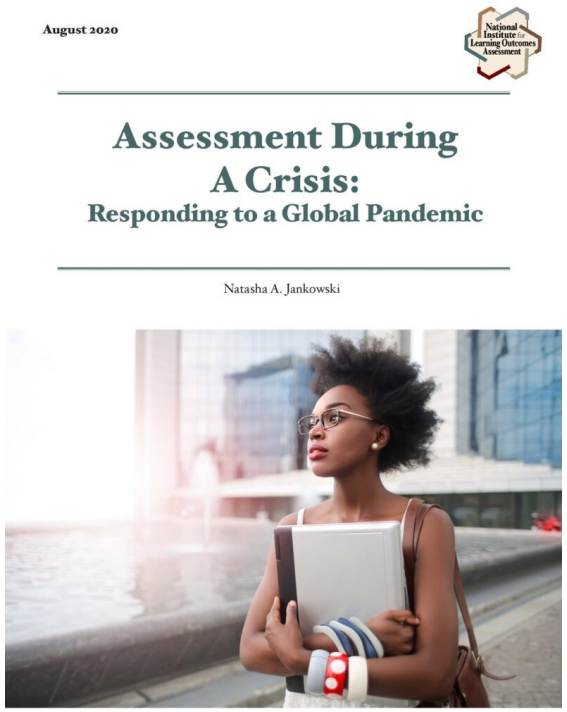
Compilation of Resources:

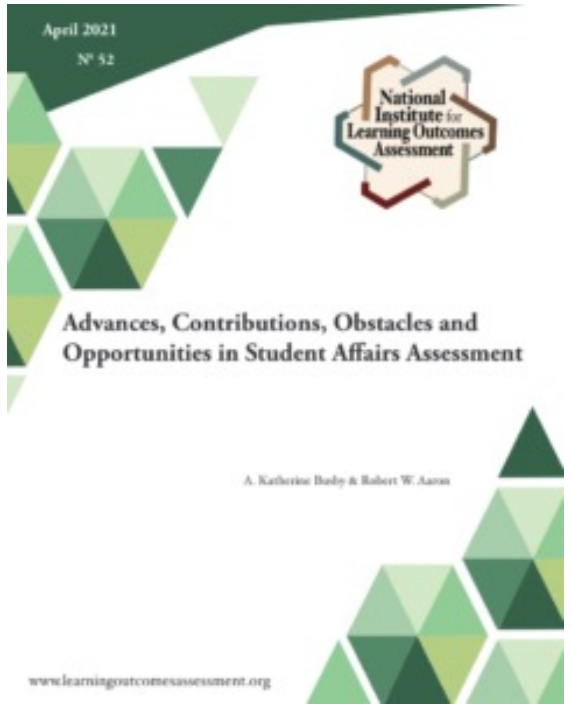
- Becoming an Anti-Racist Educator (Wheaton College (MA))
- Resource Guide: Anti-racist and equity-producing facilitation protocols
- Scaffolding Anti-Racist Resources
- Guide: The Anti-Racist Discussion Pedagogy

Articles:

- 'We Can't Ignore This Issue': How to Talk With Students About Racism
- Ethical Use of Data for Diversity, Equity, and Inclusion (Association of Institutional Research)
- Interrogating Your Discipline, and Other Ways Into Anti-Racist Teaching
- Handling Student Pushback (Teaching, weekly online newsletter)
- Examining Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment
- Epistemology, Pedagogy, and Student Affairs Assessment: A Voluminous Framework for Equity
- Connecting Assessment and Strategic Planning to Advancing Equity on Campus
- Creating Antiracist Spaces Where Black Students Can Breathe and Thrive
- How Can We Be Antiracist Institutional Researchers?
- IR is a Critical Partner in Diversity, Equity, and Inclusion Work
- Educating Our IR Offices on Diversity, Equity, and Inclusion

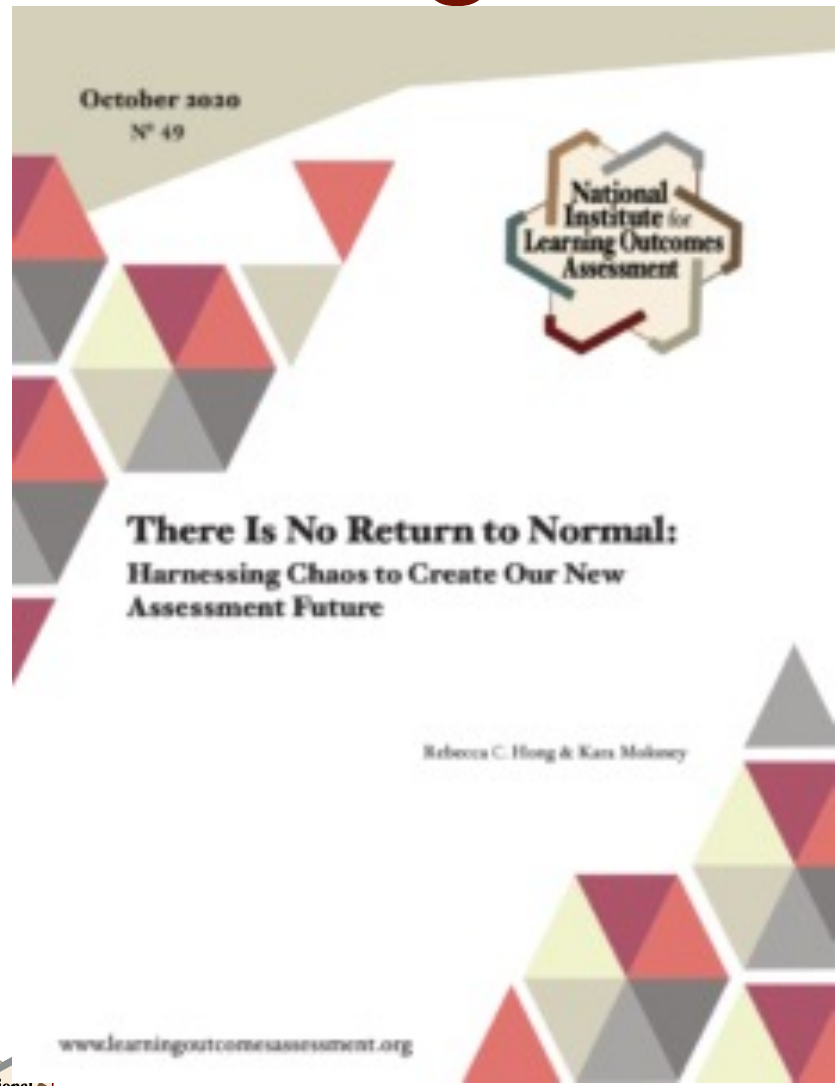






NILOA Resources

Healing-centered Assessment



Foundational Truths	New Solutions and Practices
Assessment is about students and student learning.	Ensure learning outcomes are transparent (See NILOA Transparency Framework).
Assessment creates space for critical reflection and action.	Ensure assessment practices leave room for discussion, reflection, and action. Be transparent about what actions are taking place as a result of assessment findings.
Assessment opens up an opportunity to engage in equity-minded sense-making (McNair et al., 2020).	Build assessment practices and policies that are inclusive and bias-free. Interrogate and disaggregate data and include multiple data points ot ensure a complete picture of student learning (Montenegro & Jankowski, 2020).
Student voice is integral to the work of assessment.	Actively involve students as partners in assessment that include constructing assessment tools to data sense-making.

Table 1. Moving From Truths to Practice.

Student Affairs Assessment Leaders (SAAL) Statement

BLACK LIVES MATTER

Our country grieves the lives of George Floyd, Breonna Taylor, Tony McDade, and Ahmaud Arbery, as well as many, many more Black lives and minds lost to systemic, anti-Black violence. The pain and current response are rooted in 400 years of racialized violence. This violence is not new to our country nor to our institutions. Most of us work at campuses and live in neighborhoods that are rooted in systems of slavery, theft of indigenous lands, and/or exploitation of people of color.

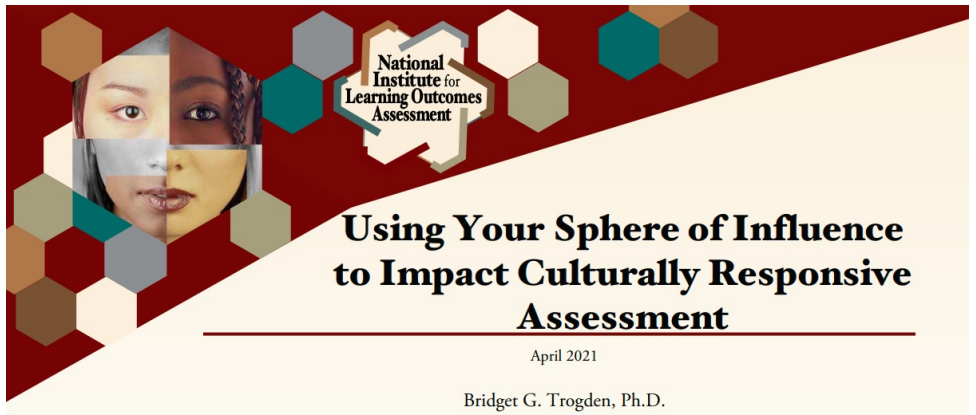
Assessment is not exempt from being complicit or contributing to oppression, biased interpretation, erasure of identities, or inviting only privileged perspectives for contributions. While we work as assessment professionals, we are human beings and still subject to the biases of our cultures. To serve our diverse students, colleagues, and institutions, we must work to eliminate these biases from our work and our lives. To this end, the Board of Student Affairs Assessment Leaders recommends actions for individual members and pledge actions that you, the members, can and should expect from us.

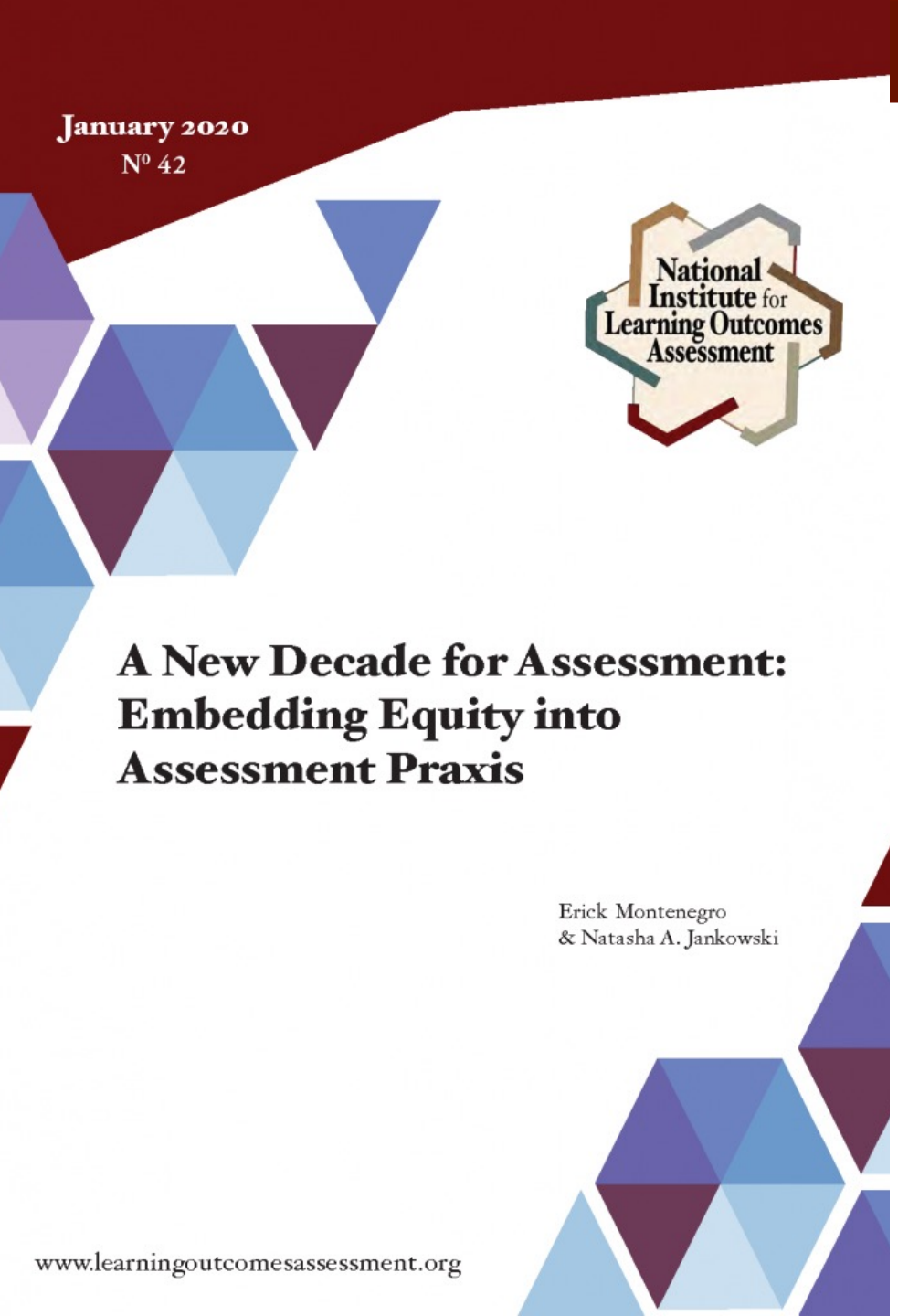
SAAL Reflection Questions

- Engage in active self-reflection or reflexivity.
  - How do your identities shape your approach to data collection and analysis?
  - What voices are elevated?
  - How is evidence determined to be valid?
  - Who has a say in the credibility of evidence?
- Ask yourself, "Am I willing to risk my power, privilege, position to be an ally to people of color?" Get to a place of yes.

Answer in chat: How can you support SAAL's statement?

Trogden Spheres of Influence





Equity-minded assessment entails the following actions:

- Check biases and ask reflective questions throughout the assessment process to address assumptions and positions of privilege.
- Use multiple sources of evidence appropriate for the students being assessed and assessment effort.
- Include student perspectives and take action based on perspectives.
- Increase transparency in assessment results and actions taken.
- Ensure collected data can be meaningfully disaggregated and interrogated.
- Make evidence-based changes that address issues of equity that are context-specific.

What are Student Learning Outcomes?

"Goals that describe the knowledge, skills, attitudes & habits of mind that students take with them from a learning experience." (Suskie, 2009)

Have you looked at your program, department, unit(s) learning outcomes?

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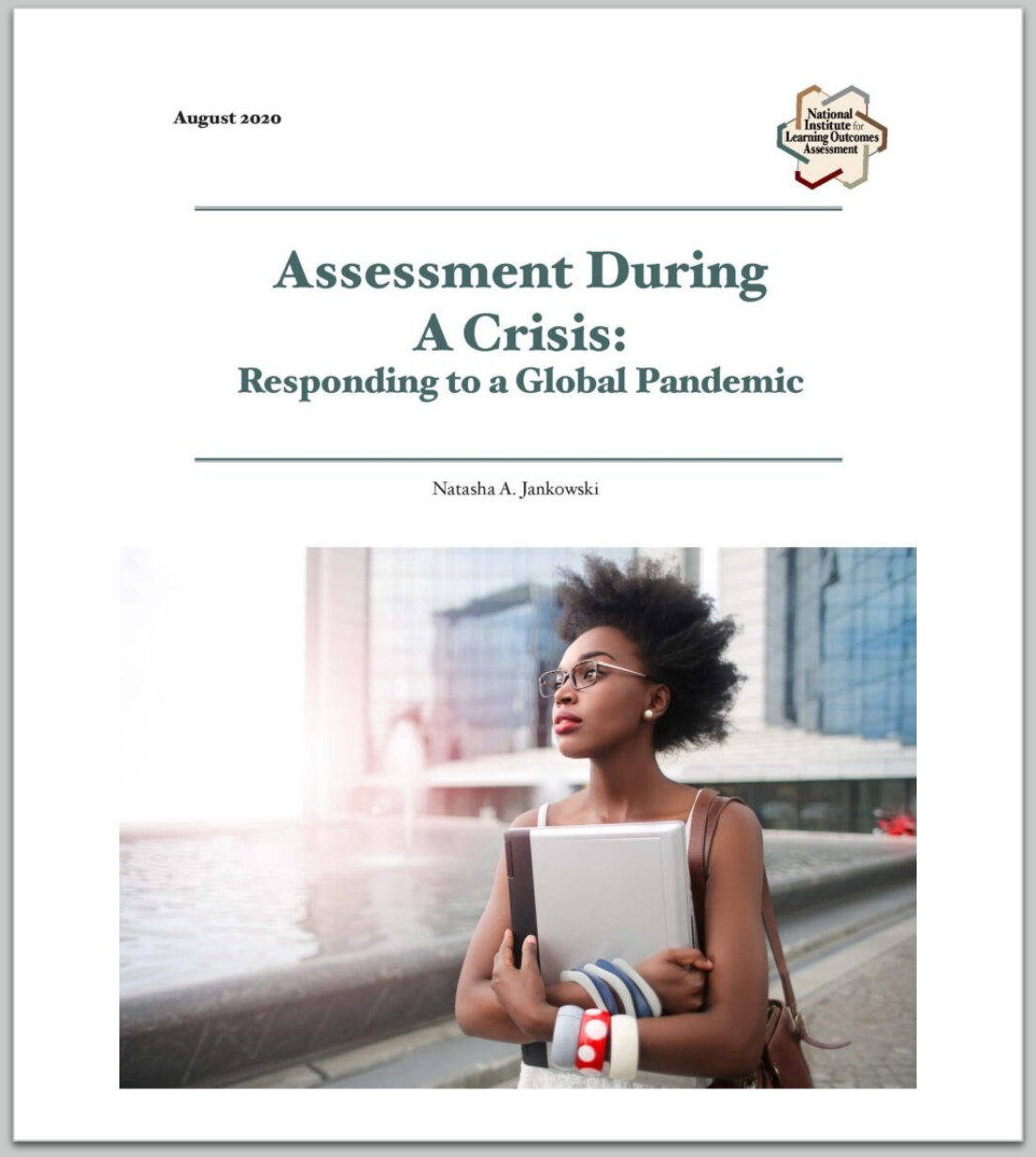


What we learned

Changes that Should Continue to Support Learning beyond Spring 2020:

1. Increased Flexibility
2. Empathy and Use of Student Voice National Institute for Learning Outcomes Assessment
3. Alternative Measures
4. Addressing Inequities
5. Planning for the Future Remaining

Professional Development Needs

- 42% of respondents stated that all of their professional development needs had been met either in the Spring or over the summer. Remaining needs included:
  - Alternative Assessment Examples
  - Best Practices for Assessing Online
  - Student Affairs Assessment in Remote Settings
  - Qualitative Assessment Support and Examples

Transparency and COVID-19

Transparency can be a mechanism by which we make the value and worth of educational experiences clear to students, help them make decisions on how to navigate education, as well as determine where to put their attention during a global pandemic crisis. It's also just smart educational practice.

Transparency in Learning: Transparency to Students

- Who is aware of learning outcomes? When and in what ways?
- Are students clear on why they are doing assignments or different tasks? How their learning connects across course or experiences or employment?
- Can we measure students on things they weren't aware they were being measured upon?
- Do they know they learned something? And was it what we intended?

Comment from webinar

My nephew's first year in medical school (NYU) only has pass/fail options. When I talked to him about academic integrity, he said,

"There's really no reason to cheat because our work now as future doctors is beyond the grade — it's about people's health and well-being."

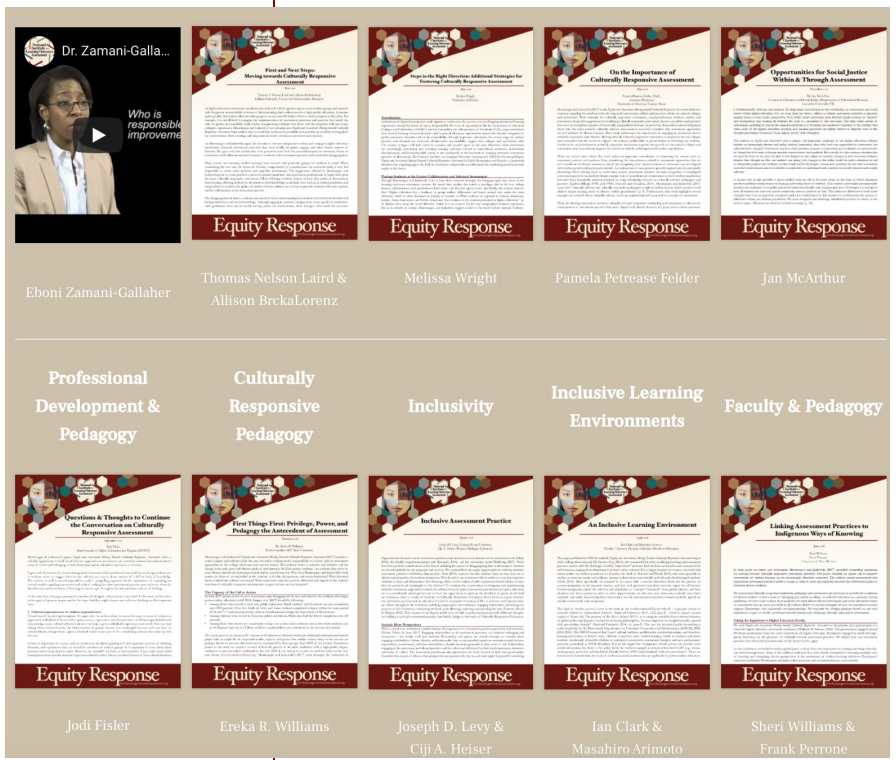
From personal…

- Student Affairs Assessment Leaders (SAAL) Statement
  - Assessment is not exempt from being complicit or contributing to oppression, biased interpretation, erasure of identities, or inviting only privileged perspectives for contributions. While we work as assessment professionals, we are human beings and still subject to the biases of our cultures.
- SAAL Reflection Questions
  - Engage in active self-reflection or reflexivity.
    - How do your identities shape your approach to data collection and analysis?
    - What voices are elevated?
    - How is evidence determined to be valid?
    - Who has a say in the credibility of evidence?

…to students…

- Who is aware of learning outcomes? When and in what ways?
- Are students clear on why they are doing assignments or different tasks? How their learning connects across course or experiences or employment?
- Can we measure students on things they weren't aware they were being measured upon?
- Do they know they learned something? And was it what we intended?

NILOA Equity Responses



…to systems

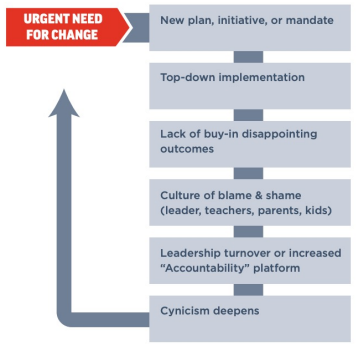
Source: National Equity Project: Leading for Equity Framework (https://www.carnegiefoundation.org/wp-content/uploads/2020/09/Leading-for-Equity-Framework.pdf)

NATIONAL EQUITY PROJECT

5 | Equity Leadership and Systems Change

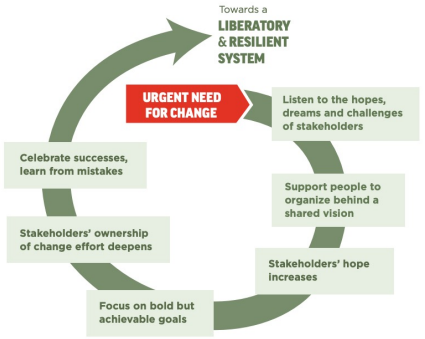
Reproductive System

How systems tend to work
in ways that inhibit change capacity and reproduce inequity



Liberatory, Resilient System

How systems transform
by deepening their capacity for change and addressing equity challenges



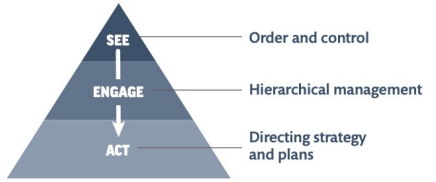
NATIONAL EQUITY PROJECT

2 | Expanding Our Mental Model of Leadership

It is critical to recognize the nature of your situation and take the appropriate approach.

Traditional leadership

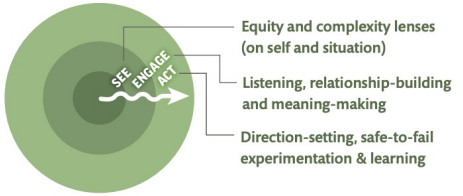
Controlled approach—top-down



Pyramid Leadership: This approach is appropriate when the problems are "simple" (obvious) or "complicated" (manageable and the solutions can be known). It is the dominant culture default leadership approach. **This approach emphasizes *performance*.**

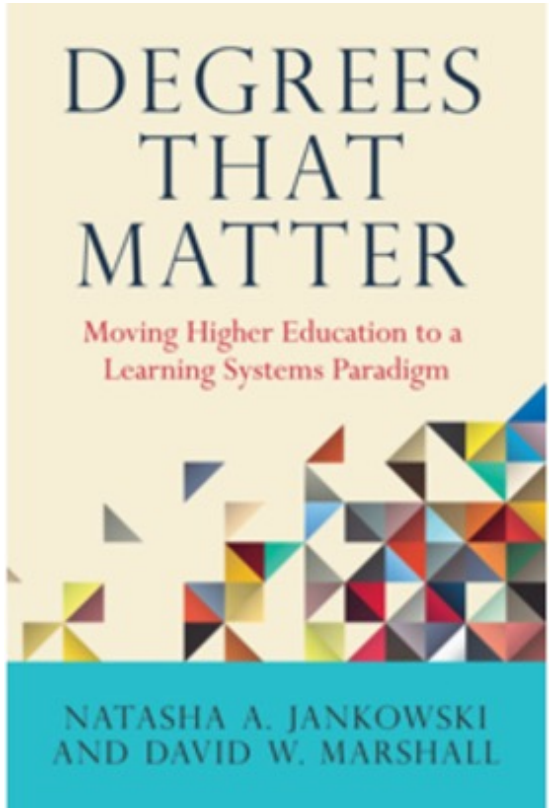
Equity leadership

Emergent approach—inside-out



Circle Leadership: This approach is needed when problems are "complex" (messy and solutions can't be known in advance). Strategies must be developed through experimentation and learning. This approach runs counter to our deeply entrained notions of what good leadership is. **This approach emphasizes *learning*.**

Learning Paradigm → Learning Systems Paradigm



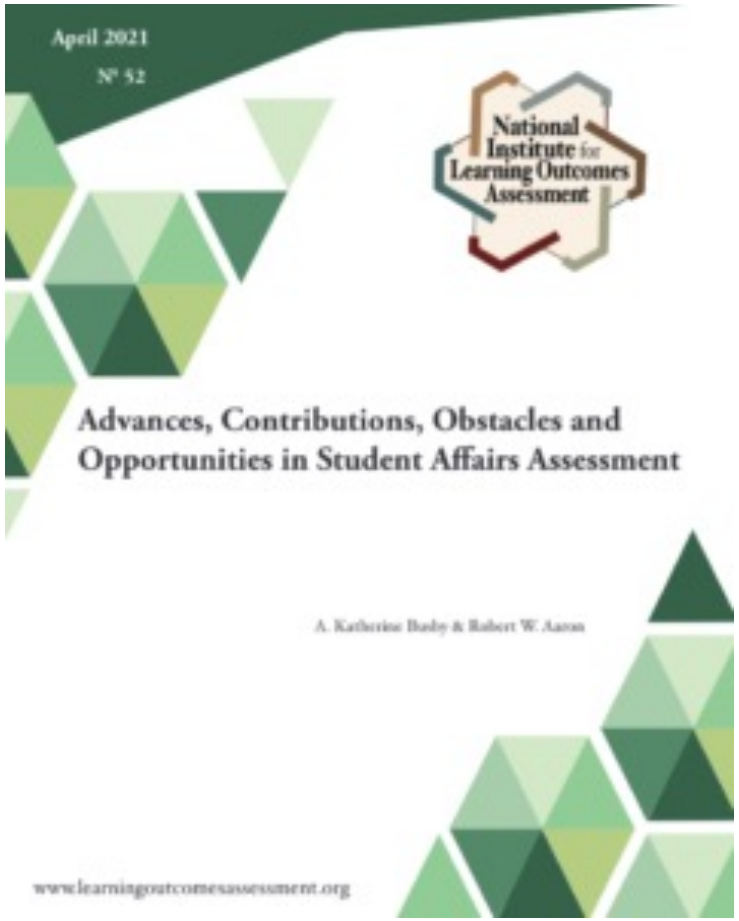
Institution-Focused	Learner-Centered
Learning assessed for a sample of students	Learning demonstrated for every student
Normative approach	Responsive approach
Summative	Formative
Structured (seat time)	Adaptive/flexible offerings
Implicit outcomes and connections	Explicit outcomes and connections
Individual courses	"our courses"
Silos/territories	Integrated and collaborative
Learning occurring in the institution	Learning happening everywhere

Assessment as good questions about teaching and learning

- What do **we** want our students to know and be able to do?
- What opportunities do **we** provide for developing these abilities? Are our courses "aligned"?
- How do **we** know if and how well students are achieving course and program goals? What is the evidence?
- How do **we** use that evidence to strengthen teaching, course design, curriculum, and other aspects of the student experience?
- How can **we** work together on these questions, building a collaborative culture of evidence and improvement?

Answer in chat: How do you consider your role in the questions above?

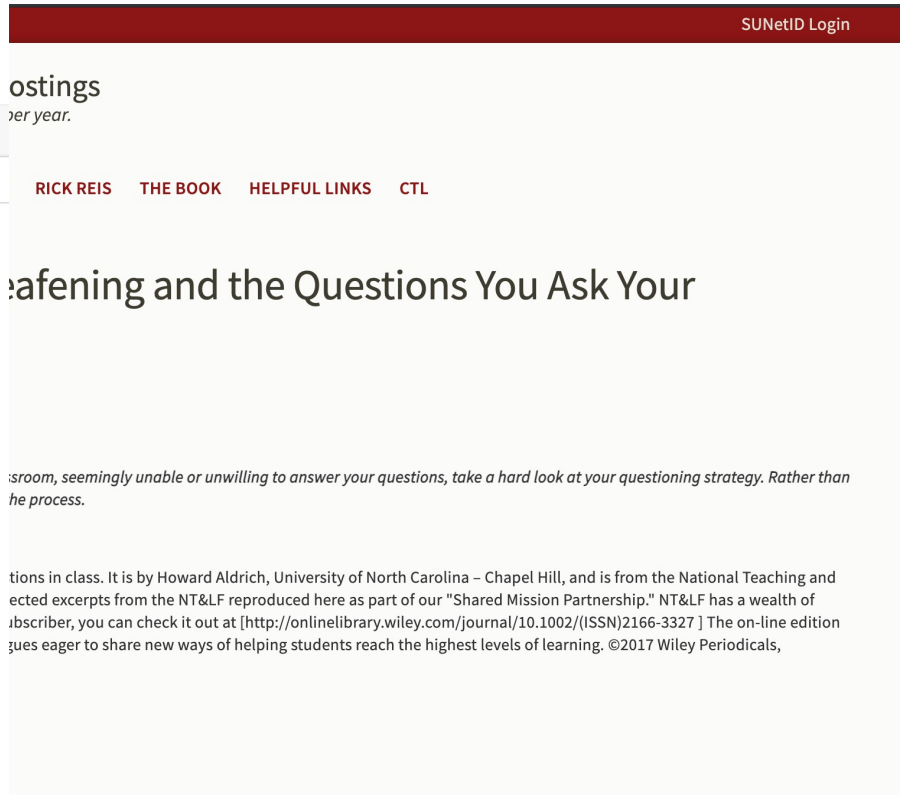
Moving Forward



Building on the foundation that has been set, student affairs professionals have the opportunity to:

- foster true partnerships not only with academic affairs, but also institutional research and information technology;
- disaggregate data to better understand the impact of programs and services; and
- align participation/satisfaction data, student information, and student learning data to foster student success (p. 13).

What will you continue moving forward?



Personal Development

"The pandemic has evaporated entire categories of friendship, and by doing so, depleted the joys that make up a human life—and buoy human health. But that does present an opportunity. In the coming months, as we begin to add people back into our lives, we'll now know what it's like to be without them."

Reflection Questions

- What have you wanted to do?
- How are you leveraging technology to enable learning of your students?
- How do you understand mastery of your students?
- Who are your students?
- How has the pandemic changed your plans?

Part II: Philosophy Activity

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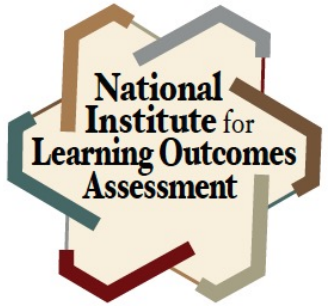


Activity: What is Your Philosophy of Assessment?

Professional Development

This activity is designed to enable assessment professionals, and faculty and staff within departments and units, to know which philosophies they are aligned with to help them approach different conversations and communicate about assessment to different groups based on different perspectives.

https://www.learningoutcomesassessment.org/wp-content/uploads/2020/05/Philosophy-Activity.pdf

Activity Instructions

1. For each of the philosophical statements, indicate your level of agreement ranging from 0-4, where "0" = do not agree and "4" = absolutely agree.
2. Add together each of the scores for each color, or if not in color by each abbreviation (CL, M, C, SC) and put total amounts in the result table. Total sum will range from 0-24 for each set of statements.
3. For each of the statement types, the closer your score is to 24 (the highest amount you can get by giving all 4s to each statement in an individual category), the stronger you agree with the statements in that grouping.
4. Individually, reflect on what your score means for your own work and the processes and practices of assessment within your institution.

1.	Assessment of student learning is a necessary element of effective classroom teaching.		TL
2.	Results of assessment of student learning are used to improve teaching processes and practices.		TL
3.	Assessment of student learning should be held to the same evidentiary standards as objective, empirical research.		M
4.	Assessment of student learning does not provide evidence to improve teaching and learning.		C
5.	Assessment measures should be responsive to different student populations.		SC
6.	Assessment of student learning is for reporting to external entities.		C
7.	Assessment of student learning is not a faculty responsibility.		C
8.	Principles of scientific measurement (i.e., reliability, validity, sample size) should drive assessment of student learning measures.		M
9.	Involving students in assessment (beyond completing an assessment) makes the results inherently invalid.		M
10.	The only reason to assess student learning is to meet accreditation or programmatic requirements.		C
11.	Assessment of student learning is a waste of faculty time.		C
12.	Evidence of student learning is used to inform students about their learning.		SC
13.	Assessment of student learning is a shared responsibility of faculty, staff, and students.		TL
14.	Students are active participants in assessment processes.		SC
15.	Assessment is a part of the teaching and learning process whereby faculty learn about their own practice.		TL
16.	Students, when appropriate, should be able to provide their own evidence of learning outcome attainment.		SC
17.	Assessment of student learning is an integral part of faculty responsibilities.		TL
18.	To determine if learning has occurred, pre- and post-measures are necessary.		M
19.	Students should co-design learning outcomes and related assessments with faculty and staff.		SC
20.	Assessment evidence is composed of embedded assignments in courses.		TL
21.	Consistency in assessment measures is the most important element of assessment practices.		M
22.	Student learning can only be assessed through tests or exams.		M
23.	Students are a valuable source of information on what could be improved to advance student learning.		SC
24.	There is one, right way to assess student learning, for reporting purposes.		C

Four Philosophies

- Teaching and Learning: Assessment is viewed as part of pedagogy and student learning, driven by faculty questions about their classroom and programmatic practices in ways that guide future developments in both teaching and learning.

- Measurement: Concerns about determining valid and reliable approaches to gathering data on student learning drive decisions and discussions on assessing student learning.

Four Philosophies (cont.)

- Compliance/Reporting: Assessment is viewed as undertaken solely to meet the requirements and demands of administrators, accrediting bodies, and state agencies.

- Student-Centered: Assessment is viewed as a mechanism by which students can learn about their own learning by being an active participant in the assessment process.

Part III: Let's Discuss!

1. Different approaches to effective instructional assessment

- Principles of Universal Design for Learning (UDL)
  - Provide assignment instructions in writing and verbally
  - Simplify the navigation in your course Canvas site so students can find assignments easily
  - Give students some choice in how they can show their learning
  - Consider alternatives to traditional multiple-choice exams
  - Provide ample time for exams and online assignments to be completed

National Institute for Learning Outcomes Assessment

Cripping Equity and Assessment: Disability as Identity and Culture in the Context of Culturally Responsive Assessment

July 2020

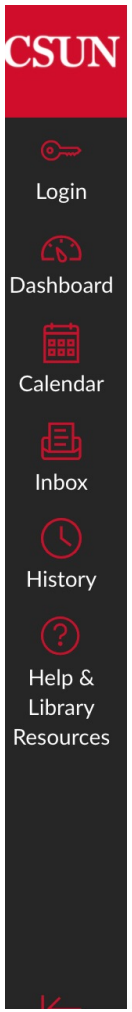
Ezekiel Kimball, Jordan Abbott, and Jonique Childs
University of Massachusetts Amherst

Montenegro and Jankowski (2017) establish an ambitious goal in their occasional paper—*Equity and Assessment: Moving Towards Culturally Responsive Assessment*—namely, the development of "assessment that is mindful of the student populations the institution serves, using language that is appropriate for all students when developing learning outcomes, acknowledging students' differences in the planning phases of an assessment effort, developing and/or using assessment tools that are appropriate for different students, and being intentional in using assessment results to improve learning for all students" (p. 10). Their model, which ties together disparate elements of the assessment cycle with intentional consideration of students' unique needs and experiences, calls for administrators, staff, and faculty engaged in the assessment process to view this work as integrally linked to the educational experience writ large. Notably, they make considerable progress in demonstrating the centrality of both culture and identity to assessment processes that have been historically viewed through the seemingly dispassionate lens of positivist social science.

However, despite the many laudable features of Montenegro and Jankowski's proposed approach to culturally responsive assessment, the occasional paper offers only limited attention to issues of disability or to the experiences of disabled students. In response, we offer a "cripped" reading of their occasional paper—raising questions about how Montenegro and Jankowski's work might be supplemented by insight from crip theory. Crip theory draws on critical disability and queer theoretical perspectives to understand disabled people's experiences as cultural products and disability as a cultural identity. Moreover, it both acknowledges that contemporary society normalizes compulsory, cis-heteronormative ablebodiedness and rejects that normalization by envisioning a cripped world wherein queer, disabled experiences have been made accessible as part of normative societal discourses.

"A truly culturally responsive approach to assessment would need to incorporate intersectional thinking about disability. Assessment activities must both attempt to understand how people with disabilities self-identify and also how those self-identifications help to explain variations in experiences when intersected with other social identities." (p. 3)

CSUN Teaching & Learning Modalities (Source: https://canvas.csun.edu/courses/93131/pages/modalities-of-teaching-and-learning)



and/or presentations in the classroom.

In hybrid and traditional courses, you can still consider technology enhanced possibilities. You can provide resources and use online activities and assessments to extend the classroom beyond your meeting times.

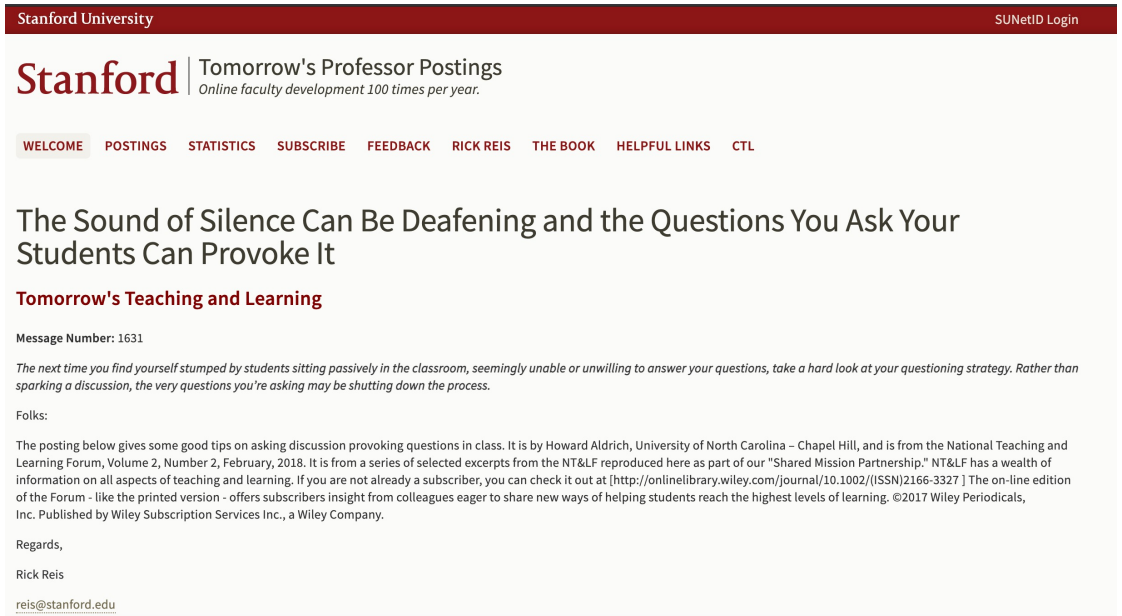
Below is a summary of the course designations:

Course Designation	On Campus Meetings?	Set Meeting Time?
Fully Online and Asynchronous (FOA)	None	No
Fully Online and Synchronous (FOS)	None	Yes
Fully Online and Intermittent (FOI)	None	Some
Campus Online and Asynchronous (COA)	A few	No
Online and Synchronous (COS)	A few	Yes
Online and Intermittent (COI)	A few	Some
Half Online (OH)	About half-time	Some
Traditional Class	All/most	Yes

Asking the "right" question

A colleague recently told me that the students in his undergraduate class "didn't want to talk." He and I had previously talked about how to get students more engaged, and I had suggested to him that he ask questions. I probed, "What kinds of questions have you asked your students?" He replied, "Well, the first question I asked this morning was "What is the main point of the article I assigned for the day?'"

- Is there a better way? What types of questions could you ask to begin a discussion?
  - *First, you could ask about something that everyone has seen or experienced*.
  - *Second, you could write a concept or principle on the board and then ask students to suggest examples*.
  - *Third, you could ask students which previous class sessions or readings the day's assignment reminded them of and why*.



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The Sound of Silence Can Be Deafening and the Questions You Ask Your Students Can Provoke It

Tomorrow's Teaching and Learning

Message Number: 1631

The next time you find yourself stumped by students sitting passively in the classroom, seemingly unable or unwilling to answer your questions, take a hard look at your questioning strategy. Rather than sparking a discussion, the very questions you're asking may be shutting down the process.

Folks:

The posting below gives some good tips on asking discussion provoking questions in class. It is by Howard Aldrich, University of North Carolina – Chapel Hill, and is from the National Teaching and Learning Forum, Volume 2, Number 2, February, 2018. It is from a series of selected excerpts from the NT&LF reproduced here as part of our "Shared Mission Partnership." NT&LF has a wealth of information on all aspects of teaching and learning. If you are not already a subscriber, you can check it out at [http://onlinelibrary.wiley.com/journal/10.1002/(ISSN)2166-3327] The on-line edition of the Forum - like the printed version - offers subscribers insight from colleagues eager to share new ways of helping students reach the highest levels of learning. ©2017 Wiley Periodicals, Inc. Published by Wiley Subscription Services Inc., a Wiley Company.

Regards,

Rick Reis

reis@stanford.edu

Syllabus/Basic Needs Statement

- Instead of a syllabus as a contract, why not a covenant?
  - Behavioral covenants of learning, engaging, and building trust
- Create syllabus in a Google doc
- *Basic Needs Security Statement:*
  - *Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. Furthermore, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.*
  - *#RealCollege Source: https://saragoldrickrab.medium.com/basic-needs-security-and-the-syllabus-d24cc7afe8c9*

THE hope CENTER

For College, Community, and Justice

HOPE4COLLEGE.COM

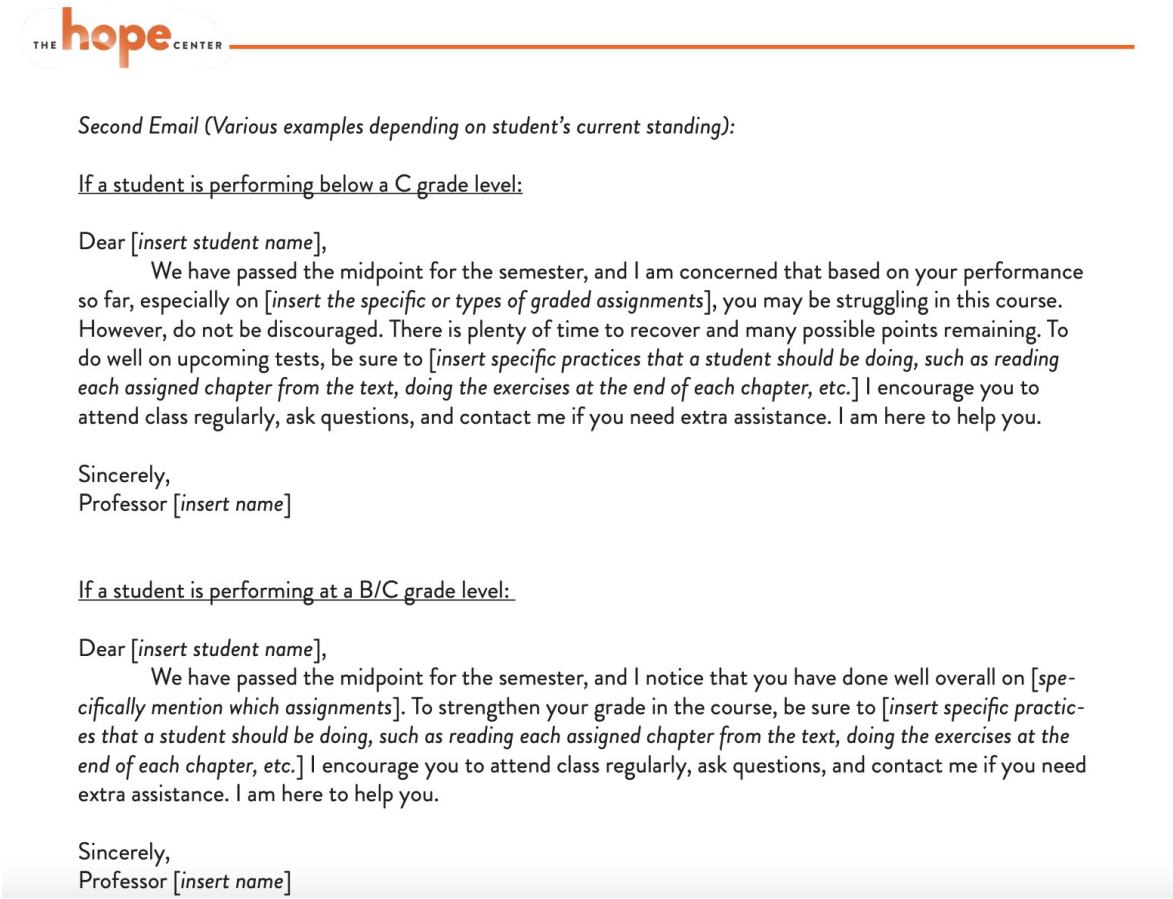
WELCOME SURVEY TEXT (EXAMPLE):

Welcome to [class name]. My name is [your name] and I use the pronouns [preferred pronouns]. I'd like to invite you to tell me a bit more about yourself through the survey below. You are more than just students—you are humans, with lives outside of this "room," and I know that what goes on out there can impact how you show up in here. By completing the survey, I'll be able to better meet you where you are. It is confidential and completely voluntary—you can answer whichever questions you feel most comfortable answering, even if that means you don't answer any of them. If you prefer to speak privately, or would like to talk about anything you share in the survey, you can reach me at [email address]. [If/when you return to campus and in-person classes, you can also add the location of your office]. My door is always open.

WELCOME SURVEY: SAMPLE QUESTIONS
Preferred name, pronouns
How do you identify in terms of race/ethnicity?
How do you identify in terms of gender identity?
What sorts of responsibilities do you have, apart from this class? (i.e. working, taking care of kids or family, taking a heavy course load, etc)
What challenges are you currently facing or do you anticipate facing this semester?
Do you have any concerns related to the technology/devices you will be using to complete work in this course? If so, please describe.
If campus closes during the term, do you have a plan for where you will go?
Where are you living?
What else do you want me to know about you so that I can support you to succeed this term?

The Hope Center: My Professor Cares

Source: https://hope4college.com/wp-content/uploads/2020/10/BFP_MyProfessorCares.pdf



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Second Email (Various examples depending on student's current standing):

If a student is performing below a C grade level:

Dear [*insert student name*],
We have passed the midpoint for the semester, and I am concerned that based on your performance so far, especially on [*insert the specific or types of graded assignments*], you may be struggling in this course. However, do not be discouraged. There is plenty of time to recover and many possible points remaining. To do well on upcoming tests, be sure to [*insert specific practices that a student should be doing, such as reading each assigned chapter from the text, doing the exercises at the end of each chapter, etc.*] I encourage you to attend class regularly, ask questions, and contact me if you need extra assistance. I am here to help you.

Sincerely,
Professor [*insert name*]

If a student is performing at a B/C grade level:

Dear [*insert student name*],
We have passed the midpoint for the semester, and I notice that you have done well overall on [*specifically mention which assignments*]. To strengthen your grade in the course, be sure to [*insert specific practices that a student should be doing, such as reading each assigned chapter from the text, doing the exercises at the end of each chapter, etc.*] I encourage you to attend class regularly, ask questions, and contact me if you need extra assistance. I am here to help you.

Sincerely,
Professor [*insert name*]

2. Designing equitable assessments

- Creating several assignment formats for students to choose from so that they can demonstrate whether they have met your learning objectives
- Questions to ask:
  - Why have you chosen this assignment?
  - How does it connect to your goals and learning objectives for the course?
  - Does the assignment privilege certain students or abilities over others?
  - Are there more or equally effective alternatives to assess student learning?

Designing equitable assessments (cont.)

- Using Open Educational Resources (OER)

1. Determine the acceptable evidence of learning

Your learning goals are an excellent place to start when considering alternative assessments. Read through and respond to the following questions about the assessment:

- What can I do to promote student learning while we all are coping with COVID-19?
- What do I hope students will be able to do by the end of my course?
- What ways can they demonstrate what they know?
- How can I make it more meaningful/authentic?
- How can I incorporate knowledge creation?
- How can I leverage the online context?

TILT Higher Ed Examples And Resources

The following resources from the Transparency in Learning and Teaching project (TILT Higher Ed) can help faculty, educational developers and administrators to apply the Transparency Framework (of purpose/task/criteria) in contexts including assignments, curricula, assessment and strategic initiatives, all toward the goal of enhancing student success equitably.

Introduction to Transparency in Learning and Teaching

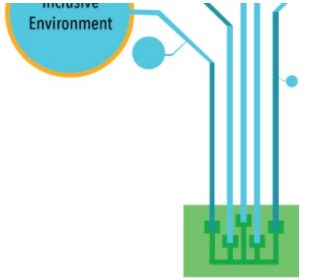
- Using a Transparent Framework to Remove Barriers to College Students' Success (15-min research update and project overview)
- Designing Transparent Assignments for Equitable Learning Experiences (7-minute research/implementation project overview)
- Transparent Instruction and Its Impact on Learning, University of Tokyo TV (45 minutes)
- Transparency Framework for academic work
  - Unwritten Rules for College Success, 39 second video
  - Transparency Framework 1) Purpose, 44 second video
  - Transparency Framework 2) Task, 25 second video
  - Transparency Framework 3) Criteria, 24 second video
- News and Publications, including 2016 research article

CSUN Equity Minded Teaching

(Source: https://canvas.csun.edu/courses/93131/pages/equity-minded-teaching)

Consider each strategy in the following way:

- I already do this in my class
- I sort of do this, but I could make it more explicit/visible
- I'd like to try this
- I'm not sure how this would be appropriate for my course(s)



The Five Dimensions:

- Foster student choice and control (e.g., selecting topics to study, helping to decide class dynamics, v different aspects of the course).
- Allow students to accumulate grade points in a variety of ways (e.g., avoids high-stakes evaluation-c assessments like 2 midterms & final exam).
- Incorporate formative assessments (with at least one within the first 2-3 weeks) so students can disc knowledge and skill gaps with time to adjust and persist (e.g., low-stakes quizzes, mini-papers, quick homework).
- Create transparently designed assignments that explicitly states (a) the purpose of doing the assignr including what skills/knowledge will be gained; (b) the exact steps students should follow; and (c) exp information about what grading criteria will be used (e.g., matrices or rubrics) with annotated exampl successful work

autobi

Answer in chat: Equitable, effective instructional approaches?

3. Tools to assess learning

Anti-Racist Resources for Teaching, Learning, and Assessment of Student Learning

We've compiled a list of curated resources to assist in your journey in anti-racist teaching, learning, and assessment of student learning:

Organization Statements:

- ACPA Imperative for Racial Justice and Decolonization
- Black Lives Matter Statement from Student Affairs Assessment Leaders
- Council on the Advancement of Standards (CAS) Governing Board Statement on racism, injustice, and brutality
- AIR Statement on Racial Injustice

Compilation of Resources:

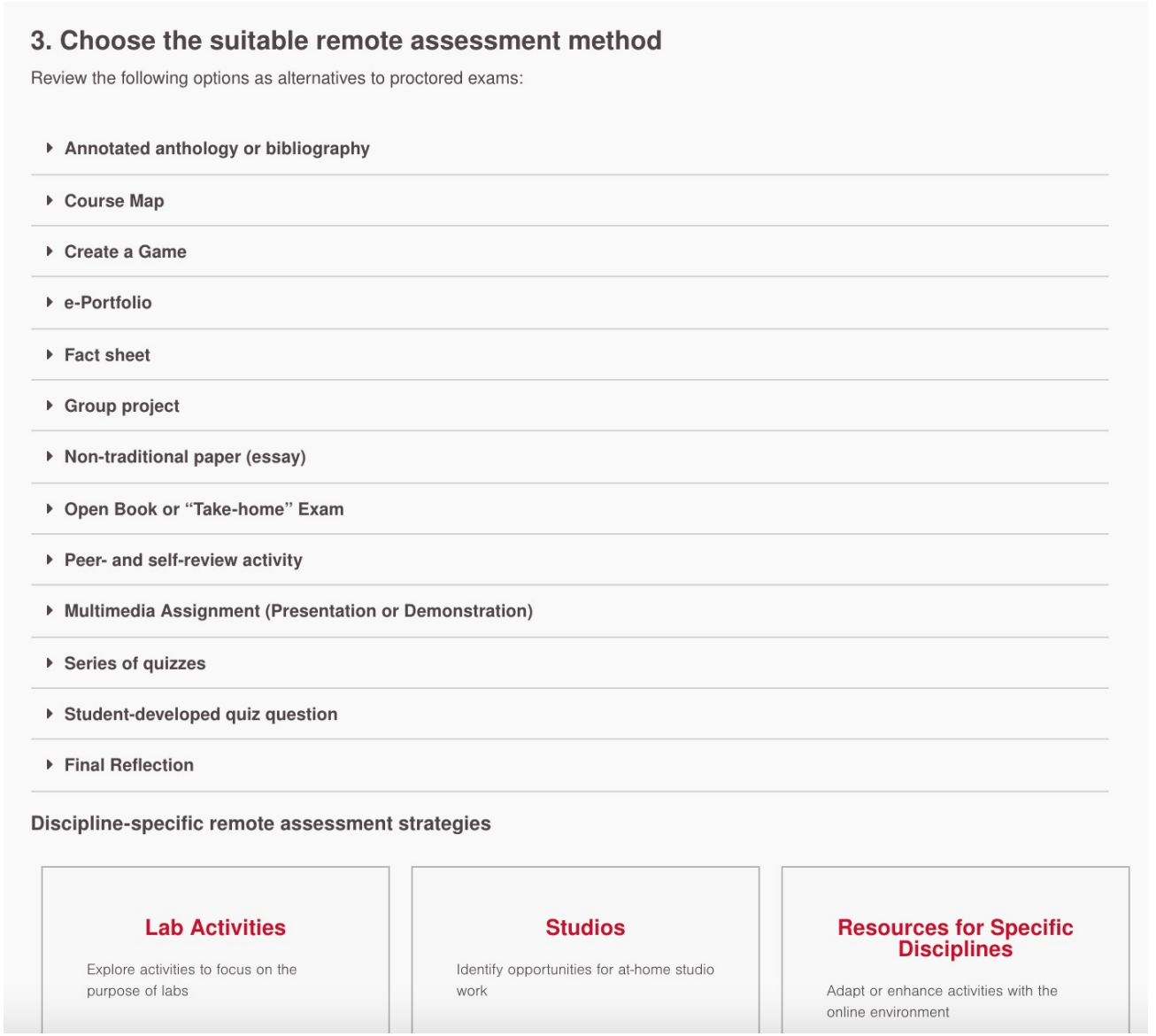
- Becoming an Anti-Racist Educator (Wheaton College (MA))
- Resource Guide: Anti-racist and equity-producing facilitation protocols
- Scaffolding Anti-Racist Resources
- Guide: The Anti-Racist Discussion Pedagogy

Articles:

- 'We Can't Ignore This Issue': How to Talk With Students About Racism
- Ethical Use of Data for Diversity, Equity, and Inclusion (Association of Institutional Research)
- Interrogating Your Discipline, and Other Ways Into Anti-Racist Teaching
- Handling Student Pushback (Teaching, weekly online newsletter)
- Examining Critical Theory as a Framework to Advance Equity Through Student Affairs Assessment
- Epistemology, Pedagogy, and Student Affairs Assessment: A Voluminous Framework for Equity
- Connecting Assessment and Strategic Planning to Advancing Equity on Campus
- Creating Antiracist Spaces Where Black Students Can Breathe and Thrive
- How Can We Be Antiracist Institutional Researchers?
- IR is a Critical Partner in Diversity, Equity, and Inclusion Work
- Educating Our IR Offices on Diversity, Equity, and Inclusion

Iowa State's Center for Excellence in Learning & Teaching

(Source: https://www.celt.iastate.edu/teaching/teaching-with-technology/instructional-strategies/remote-assessment/)



3. Choose the suitable remote assessment method

Review the following options as alternatives to proctored exams:

- Annotated anthology or bibliography
- Course Map
- Create a Game
- e-Portfolio
- Fact sheet
- Group project
- Non-traditional paper (essay)
- Open Book or "Take-home" Exam
- Peer- and self-review activity
- Multimedia Assignment (Presentation or Demonstration)
- Series of quizzes
- Student-developed quiz question
- Final Reflection

Discipline-specific remote assessment strategies

Lab Activities

Explore activities to focus on the purpose of labs

Studios

Identify opportunities for at-home studio work

Resources for Specific Disciplines

Adapt or enhance activities with the online environment

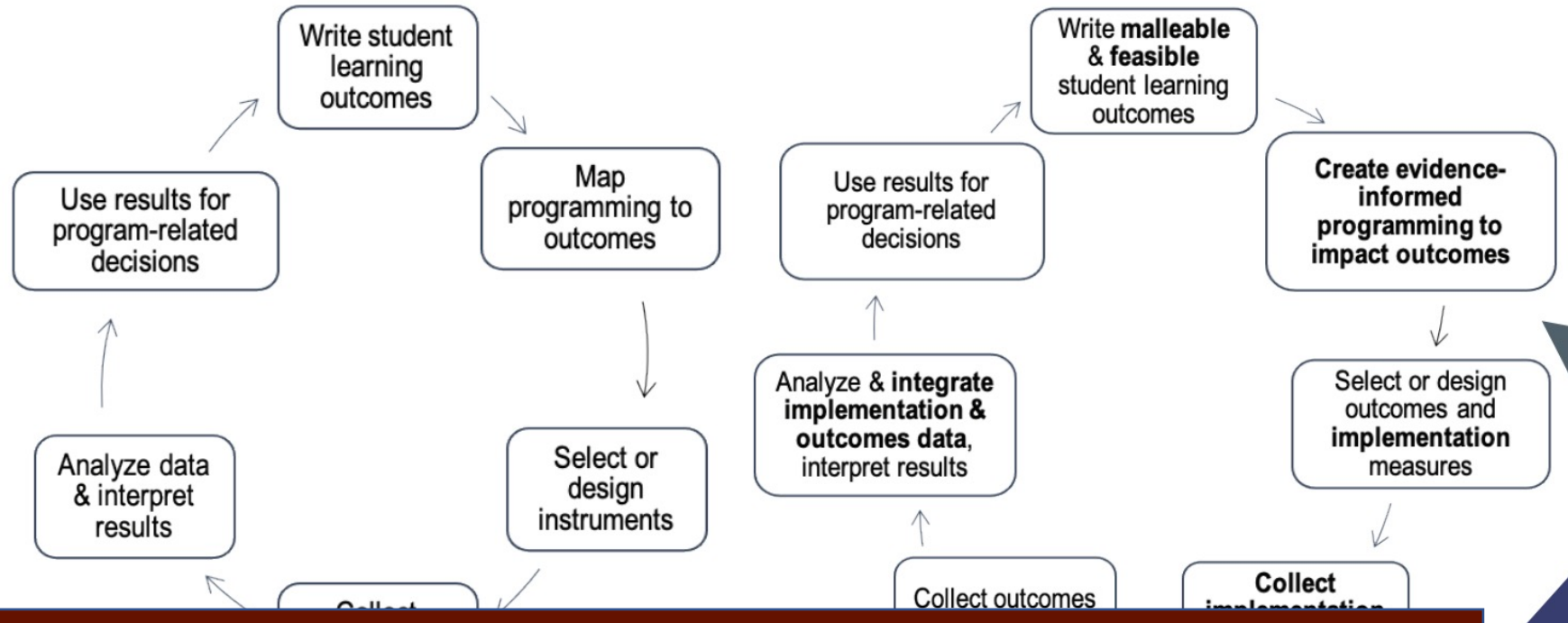
Program Theory/Implementation Fidelity

March 2021
Nº 51

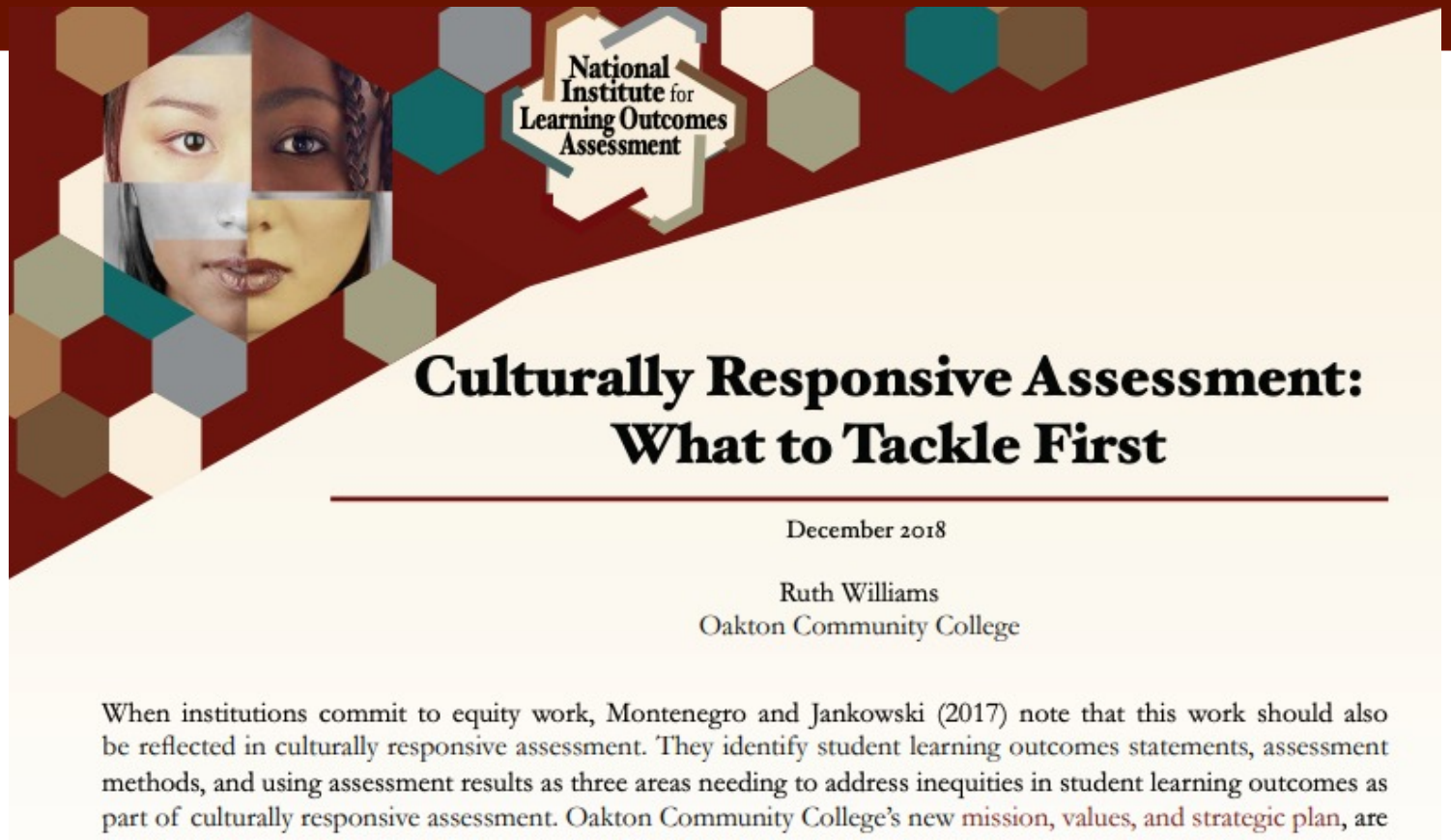
National Institute for Learning Outcomes Assessment

The Need for Program Theory and Implementation Fidelity in Assessment Practice and Standards

Sara J. Finney, Jennifer B. Wells, & Gavin W. Henning



Answer in chat: Tools to assess learning?



National Institute for Learning Outcomes Assessment

Culturally Responsive Assessment: What to Tackle First

December 2018

Ruth Williams
Oakton Community College

When institutions commit to equity work, Montenegro and Jankowski (2017) note that this work should also be reflected in culturally responsive assessment. They identify student learning outcomes statements, assessment methods, and using assessment results as three areas needing to address inequities in student learning outcomes as part of culturally responsive assessment. Oakton Community College's new mission, values, and strategic plan, are

4. Using course outcome data to enhance teaching practices

"Disaggregating assessment data unmasks disparities in student learning and informs the evidence-based process of assessment." (p. 2)

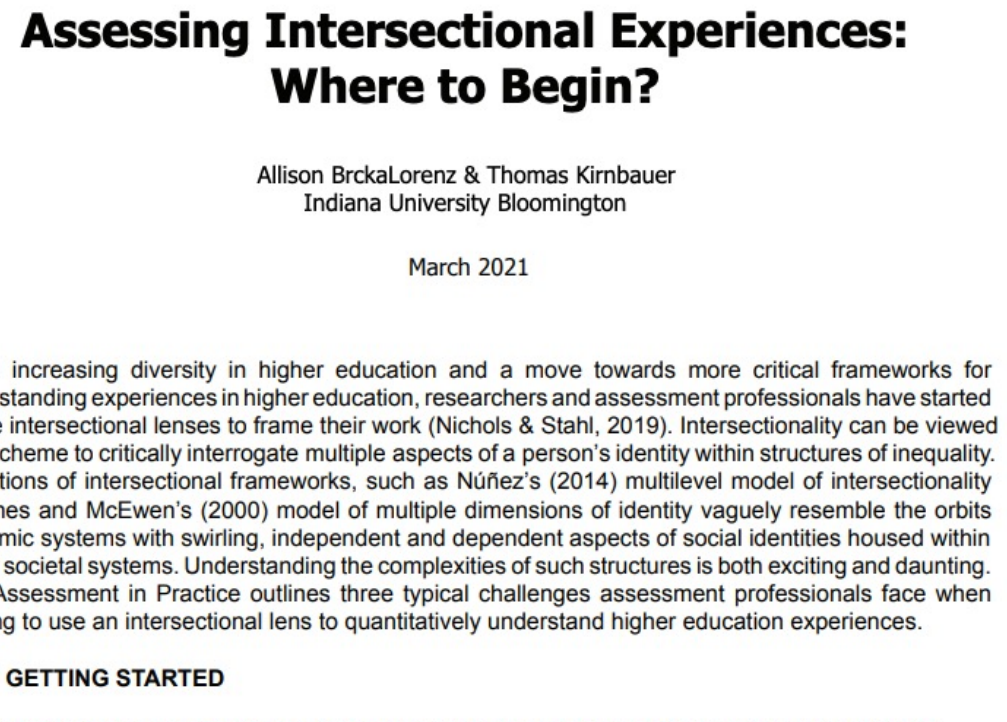
NILOA Equity Response, Williams (2018)

- At Oakton, course and program assessment data has traditionally been disaggregated by campus, mode of offering (online, hybrid or face-to-face), and by time of day of course offering.
- In response to the call for culturally responsive assessment, the OPAL team identified several additional student populations or characteristics to include in the data disaggregation, including:
  - first generation,
  - Pell-eligible/non-Pell eligible,
  - age,
  - gender,
  - race/ethnicity,
  - high school attended,
  - student semester credit load,
  - certificate versus degree declaration,
  - number of times student has taken the course, and
  - current English and/or math placement (p. 2).

Answer in chat: Use of course data to enhance teaching practice?

"Practice

"Limiting your work to looking at students of color and white students, for example, can mask the hugely varied experiences within these groups and can further marginalize subgroups of students of color who researchers frequently bury within an aggregate." (p. 1)



Assessing Intersectional Experiences: Where to Begin?

Allison BrckaLorenz & Thomas Kirnbauer
Indiana University Bloomington

March 2021

Given increasing diversity in higher education and a move towards more critical frameworks for understanding experiences in higher education, researchers and assessment professionals have started to use intersectional lenses to frame their work (Nichols & Stahl, 2019). Intersectionality can be viewed as a scheme to critically interrogate multiple aspects of a person's identity within structures of inequality. Depictions of intersectional frameworks, such as Núñez's (2014) multilevel model of intersectionality or Jones and McEwen's (2000) model of multiple dimensions of identity vaguely resemble the orbits of atomic systems with swirling, independent and dependent aspects of social identities housed within larger societal systems. Understanding the complexities of such structures is both exciting and daunting. This Assessment in Practice outlines three typical challenges assessment professionals face when starting to use an intersectional lens to quantitatively understand higher education experiences.

JUST GETTING STARTED

Reflection Questions

- What have you wanted to do?
- How are you leveraging technology to enable learning of your students?
- How do you understand mastery of your students?
- Who are your students?
- How has the pandemic changed your plans?

FINAL TAKEAWAYS

Or is it just the beginning??

Questions

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