

Assessment Professional Fast Facts

Pandemic Insights to Shape a Better Future

The survey instrument was open for responses from September 2021 through October 2021.

A total of 838 responses were received.

Clean data resulted in 786 individual responses from 619 different institutions. Responses were received from institutions in all 50 states and Puerto Rico, all accrediting regions, and 19 countries.

Frustrated Excited Powerless
Fatigued Tired
Grateful CAUTIOUS Hopeful
Exhausted Disenchanted
SKEPTICAL VALUED
DISENGAGED Overloaded

Assessment Professionals: 185

- 114 Director/Asst. Director and Associate/Asst. Deans
- 59 Executive Leadership such as Deans, Vice-Provost, etc.
- 12 Assessment team members like coordinators, analysts, specialists, etc.

Learning Outcome Impacts

Negative

Oral Communication	45%
Teamwork	51%
Civic Engagement	44%

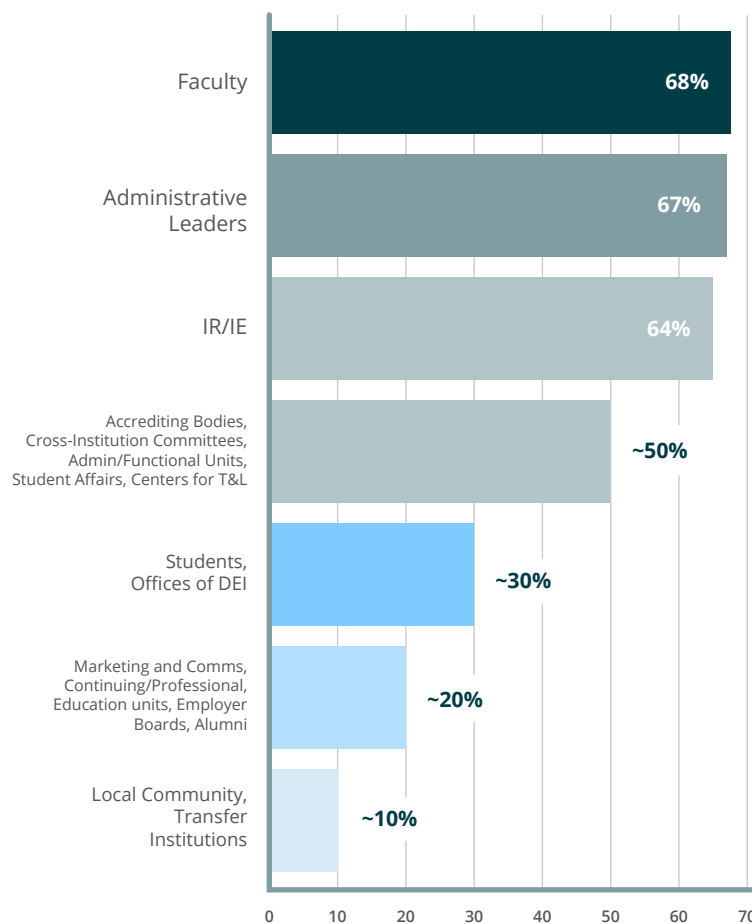
No Impact

Written Communication	34%
Quantitative Literacy or Reasoning	35%
Disciplinary-Specific Knowledge/Concepts	36%

Positive

Problem Solving	27%
Social Justice (Equity and Inclusion)	34%
Information Literacy	27%

Assessment Professional Partnerships to Advance Assessment and Continuous Improvement



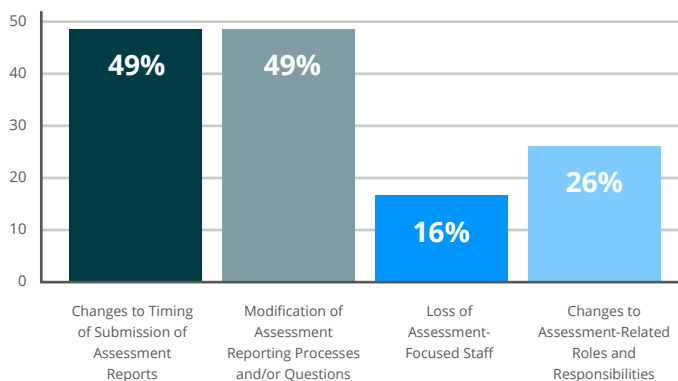
Pandemic Insights to Shape a Better Future: Assessment Professional Fast Facts

Trusted Evidence Sources of Student Learning

Best: Portfolios, capstone projects, and presentations/video recordings

Least: Standardized tests, classroom participation, and game-based learning

Programmatic and Institutional Assessment Impacts



Out-of-Class Learning Negative Impacts

Overall, a majority of assessment professionals believed that **all** out-of-class learning experiences were negatively impacted. Examples include:



Internships/
Practicum



Clinical
Experiences

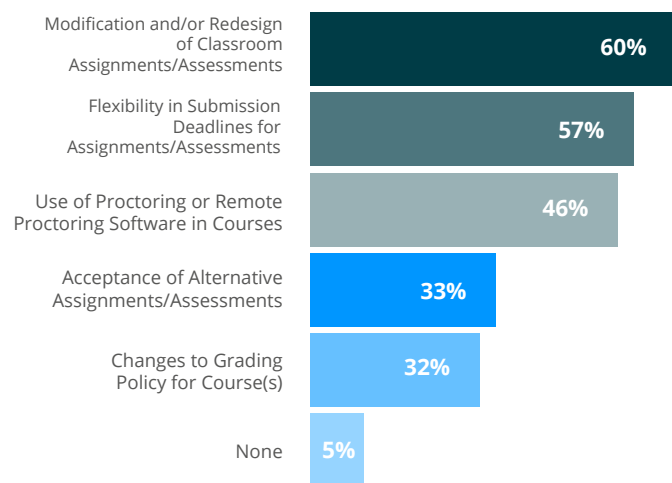


Field-Based
Research

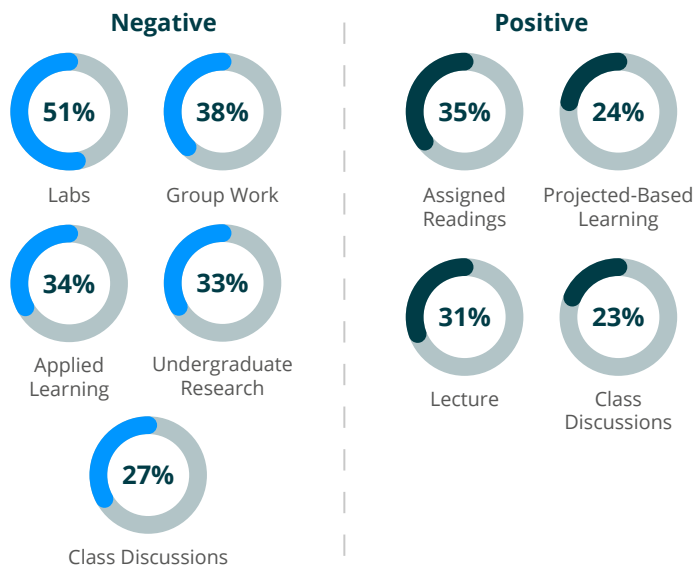


Study
Abroad

Assessment Policy and Procedure Changes



Impact on Course-Based Learning



Advice and tTips to Carry Forward Post-Pandemic

"Building a culture based in excellence and good-practices that is meaningful and produces evidence that can be used to improve teaching and learning."

"Efficiency and quality data for usefulness by programs and units"

"We asked programs to focus on making at least one substantive change based on their prior assessment report action plans. I think this may have been helpful b/c programs were encouraged to prioritize their action items and move forward on the ones that would be the most impactful and not just small changes to their PLOs or the like."