

Faculty 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.

Full-Time: 256 **Part-Time: 28**

Grateful Exhausted Excited Powerless
Hopeful Tired
 SKEPTICAL Overloaded Fatigued Optimistic
 Valued DISENCHANTED
 CAUTIOUS VULNERABLE

Faculty Partnerships to Advance Assessment and Continuous Improvement

Full-Time	Faculty	67%	82%	Faculty	Part-Time
	Students	52%	54%	Students	
	Administrative Leaders	51%	50%	Administrative Leaders, Centers for T&L	
	Accrediting Bodies, IR/IE, Centers for T&L, Employer Boards	~40%		Accrediting Bodies, IR/IE	
	Cross-Institution Committees, Offices of DEI, Student Affairs, Admin/Functional Units	~30%		Employer Boards	
	Continuing/Professional Education units, Local Community, Alumni, Transfer Institutions	~20%		Offices of DEI, Student Affairs, Admin/Functional Units	
	Marketing and Comms	~10%		Local Community, Alumni, Transfer Institutions, Marketing and Comms	

Learning Outcome Impacts

Negative			No Impact			Positive		
Oral Communication	51%	43%	Written Communication	32%	43%	Social Justice (Equity and Inclusion)		
						24%	36%	
Teamwork	45%	54%	Ethical Reasoning	30%	43%	Written Communication	25%	Applied and Integrative Learning 47%
Civic Engagement	41%	46%	Disciplinary-Specific Knowledge/ Concepts	31%	Quantitative Literacy or Reasoning 46%	Information Literacy	27%	Problem Solving 39%

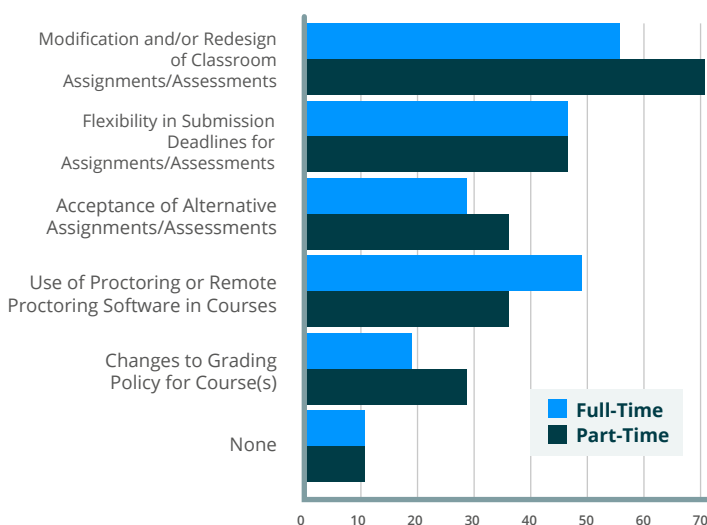
Pandemic Insights to Shape a Better Future: Faculty Fast Facts

Trusted Evidence Sources: Full Time and Part Time Faculty Agree

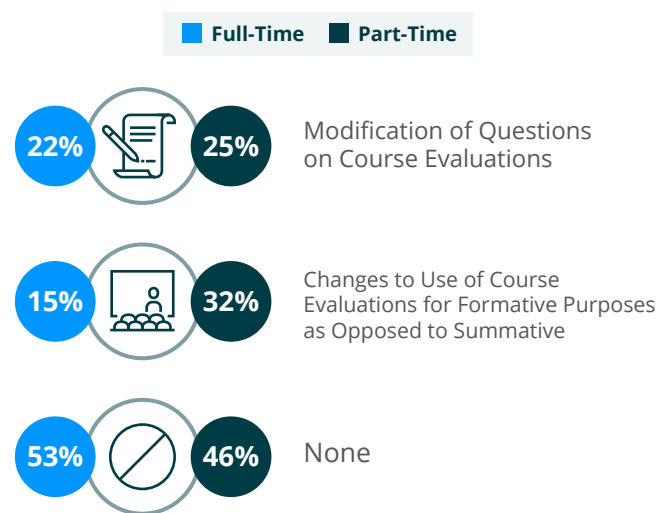
Best: Presentations; faculty developed-quizzes or exams; classroom participation

Least: Standardized tests, capstone projects, game-based learning

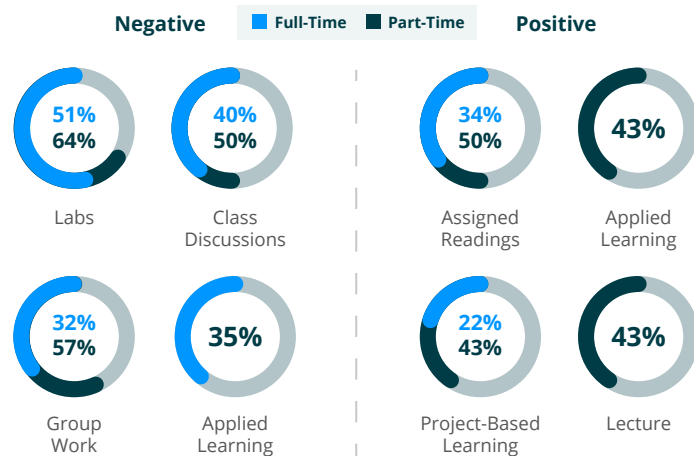
Classroom Changes



Course Evaluation Changes

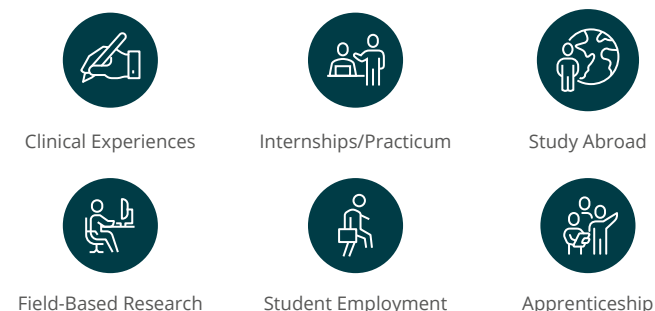


Impact on Course-Based Learning



Out-of-Class Learning Negative Impacts

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



Advice and Tips to Carry Forward Post-Pandemic

"...Become more comfortable with the tech-enhanced processes of assessment...faculty Learning Communities focused on assessment and peer feedback, as well as... meaningful common assessments... increased collaboration."

"Flexible deadlines, ability to show learning in multiple modalities (in writing, in speeches, via video), a broader idea of what assessment can encompass."