

Student Fast Facts

Pandemic Insights to Shape a Better Future

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

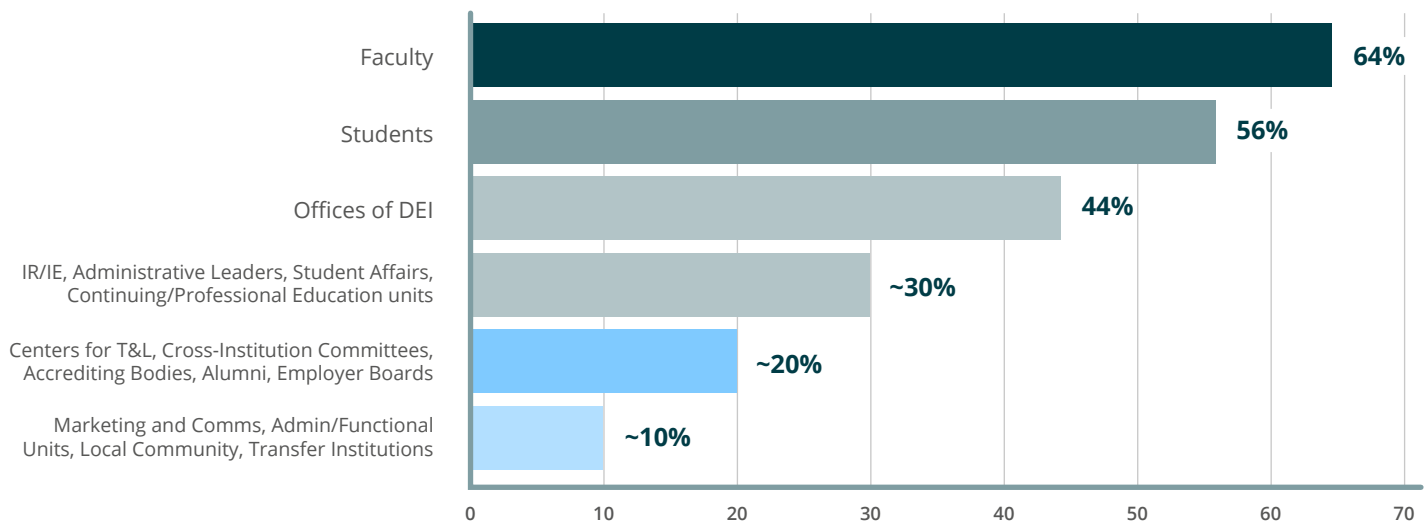
A total of 838 responses were received.

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.

Students: 9

OPTIMISTIC VULNERABLE
Gloomy **Fatigued** Tired
Cautious Hopeful
Grateful EXCITED Powerful SAD
DISENGAGED HOPELESS CONFUSED
Exhausted

Student Partnerships to Advance Assessment and Continuous Improvement



Learning Outcome Impacts



Negative

Written Communication	44%
Oral Communication	56%
Teamwork	56%



No Impact

Problem Solving	33%
Ethical Reasoning	44%
Intercultural Knowledge and Competence	33%



Positive

Social Justice (Equity and Inclusion)	33%
Information Literacy	44%

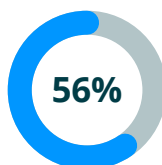
Trusted Evidence Sources of Student Learning

Best: Video/presentation

Least: Standardized tests

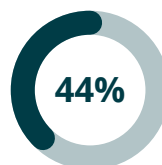
Impact on Course-Based Learning

Negative

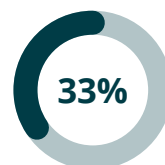


Labs

Positive



Assigned Readings



Lecture

Out-of-Class Learning Negative Impacts

Overall, a majority of students believed that **all** out-of-class learning experiences were negatively impacted.

Examples include:

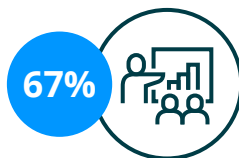


Internships/
Practicum

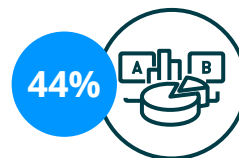


Study
Abroad

Assessment Policy and Procedure Changes



Modification and/or Redesign of
Classroom Assignments/Assessments



Acceptance of Alternative
Assignments/Assessments

Advice and Tips to Carry Forward Post-Pandemic

"Flexibility in type of assignments to demonstrate learning as well as empathetic practices with respect to submission deadline (these are often arbitrary)."

"Analysis of content to determine relevance. Often content is shoved into courses and knowledge is assessed but with little regard to how knowing the content applies to personal or professional goals. A false rigor system. Then content acquisition is praised as learning deeply which it is not."