

Association for the Assessment
of Learning in Higher Education

AALHE

PROMOTING ASSESSMENT FOR LEARNING

Town Hall Assessment in the Time of COVID-19

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Your Hosts

Jane Marie Souza, PhD

Associate Provost for Academic Administration, University of Rochester

AALHE President



Jeremy D. Penn

Assessment Coordinator, University of Iowa

AALHE Past President



Andre Foisy

Executive Director of Institutional Outcomes Assessment, Excelsior College

AALHE President-Elect



Jamie Wigand

AALHE Executive Director



AGENDA

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Context and Perspectives

- Diversity in institutional types
- Diversity in roles and responsibilities
- Varied levels of institutional support
- Differing priorities
- Discrete accreditation requirements
- Different points in accreditation cycle
- Diversity in styles and approaches

Context and Perspectives

COMMONALITIES:

- Respect
- empathy
- compassion
- patience
- generosity
- AALHE.ORG

Resources

U.S. Department of Education

<https://www.ed.gov/coronavirus>

Interim Guidance for Administrator of US Institutions of Higher Education

<https://www.cdc.gov/coronavirus/2019-ncov/community/guidance-ihe-response.html>

Council of Regional Accrediting Commissions

<https://www.c-rac.org/>

National Institute for Learning Outcomes Assessment

<https://www.learningoutcomesassessment.org/>

Association for Assessment of Learning in Higher Education

<https://www.aalhe.org/>

Introduction to Slack

SLACK



Supporting the Wellbeing of students, faculty, and staff: Implications for Assessment

PREPARED BY JEREMY PENN

Poll for Participants

- ▶ What resources are needed to support the wellbeing of your students, your faculty, and your colleagues?

Can be easy to fixate on what has been lost

- ▶ Sports events postponed or cancelled
- ▶ Graduation ceremonies, weddings, anniversary parties
- ▶ Birthday parties, religious gatherings, concerts, recitals
- ▶ Going to the bathroom and not having to worry about how much toilet paper you have left



Reframing Our Response to the Coronavirus as social justice

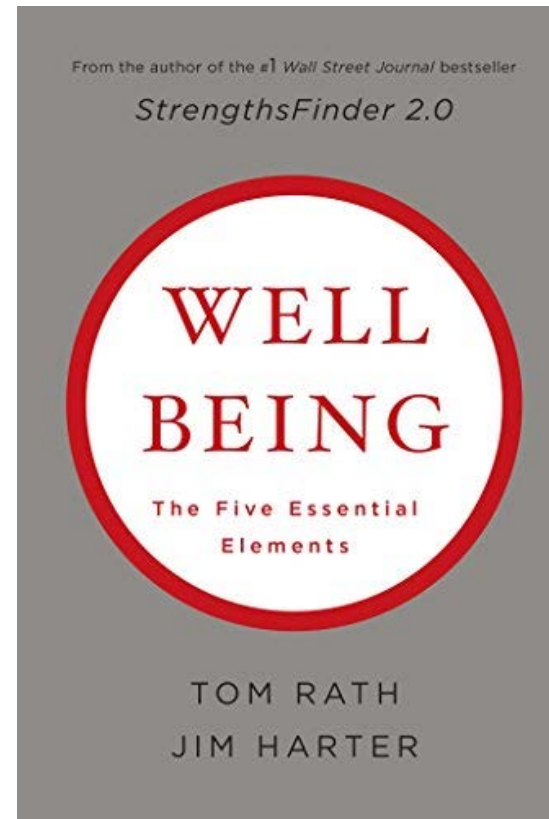
“...public health is ultimately and essentially an ethical enterprise committed to the notion that **all persons are entitled to protection against the hazards of this world and to the minimization of death and disability in society.**” (Beauchamp, 1976, p. 108, bold added)

Reframing Our Response to the Coronavirus as social justice

“...solving or minimizing these problems requires painful losses, the restructuring of society and the acceptance of new burdens by the most powerful and the most numerous on behalf of the least powerful or the least numerous.” (Beauchamp, 1976, p. 101, bold added).

Five essential elements of well being

1. Career Wellbeing
2. Social Wellbeing
3. Financial Wellbeing
4. Physical Wellbeing
5. Community Wellbeing



Summary of Wellbeing Tips

1. Career Wellbeing

- ▶ Show others you care about them
- ▶ Watch for signs of burnout
- ▶ Find and engage in social groups at work / class

2. Social Wellbeing

- ▶ Find a friend, be a friend
- ▶ Aim for 6-hours per day of social activity
- ▶ Use technology tools to stay close when physical proximity is limited
- ▶ Make time in class for students to socialize

3. Financial Wellbeing

- ▶ Be content with what you have
- ▶ Be careful not to overspend when feeling down
- ▶ Buy experiences - may have to be creative! (e.g., drive route 66 but don't get out of the car)

4. Physical Wellbeing

- ▶ Eat healthy foods
- ▶ Get plenty of sleep
- ▶ Schedule at least 20-minutes of physical activity
- ▶ Engage in spiritual / meditation practices
- ▶ Wash your hands

5. Community Wellbeing

- ▶ Find ways to contribute meaningfully to your community
- ▶ Do you have a neighbor who needs help getting groceries?

Implications for assessment

- ▶ Be intentional in considering how your work as an assessment leader influences the wellbeing of others
 - ▶ You are the “boss” of students / faculty - how do you support their career wellbeing?
 - ▶ Can you use assessment meetings to support social wellness?
- ▶ Keep a focus on the mission of assessment to ensure and improve quality but be flexible with the details
 - ▶ Shifting deadlines
 - ▶ Relaxing limitations
 - ▶ Providing additional resources and support
 - ▶ Simplify reporting and data collection processes as possible
 - ▶ Work with accreditors to determine their level of flexibility
- ▶ Take care of yourself

Poll for Participants

- ▶ What resources are needed to support the wellbeing of your students, your faculty, and your colleagues?

Social Aspects of Assessment in the COVID-19 Era

► Poll Question for Participants:

How is your campus assessment community staying
connected?

Social Aspects of Assessment in the COVID-19 Era

- ▶ A few ways to show up for your community in these times:
 1. Distance yourself from people, but don't isolate yourself.
 - AALHE Slack Channels
 - Twitter Lists (AALHECONF, SA Chatters, and others)
 - AALHE LinkedIn Group
 - Check-in with your colleagues and peers

Social Aspects of Assessment in the COVID-19 Era

► A few ways to show up for your community in these times:

2. Check in with your community members (retired or older colleagues). Leave them a note, email, or give them a call. If you can and they are local, then offer to pick up groceries for them.

Social Aspects of Assessment in the COVID-19 Era

► A few ways to show up for your community in these times:

3. “If you’re able, send payments to your hairstylist, barber, [or others] as if you were keeping your appointments.”

-Michelle Obama

How are other people on your campus or community (cleaning staff, dining services staff, etc.) being impacted?

Social Aspects of Assessment in the COVID-19 Era

► A few ways to show up for your community in these times:

4. Take care of yourself.

-Share about it on the AALHE Slack channel.

“What brings no benefit to the hive, brings none to the bee.”

-Marcus Aurelius (Book 6: 54)

Poll for Participants

How is your campus assessment community staying connected?

AALHE as a Resource: What have we missed? Next Steps.....

POLL QUESTION: What resource have we NOT provided that would be useful to you?

AALHE.ORG site for collaborative work

- EX: Michaela Rome, PhD, New School, NY
Item bank for survey questions re: transition to distance education

Join our Assessment Community

<https://www.aalhe.org/>



Thank You