

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

[Comments after floor is opened to discuss concerns/resources/support needed]

- 15:13:58 From Kelsey Kirland : : Mindfulness practices
- 15:14:07 From Jim Mello : Clear pathways to degree completion and academic success in a new modality
- 15:14:08 From Ashley Browning : : Resources for food insecure community members
- 15:14:15 From Belinda De La Rosa : : Internet access for low income students
- 15:14:15 From Debbie Finocchio : : Ways to build and maintain community for the students
- 15:14:15 From Christina Robinson : : Clear directives for pathways to complete
- 15:14:17 From Suzanne Carbonaro : : Perhaps a Guide to online learning playbook- one place for student to go for resources and help.
- 15:14:19 From Kimberly Green : : we are providing emergency laptops to some students
- 15:14:23 From Erin Littlepage : I think people need to be reassured about productivity - it just will not be the same and that is okay.
- 15:14:25 From Samantha Rich : : flexibility for how to access online classes/content
- 15:14:28 From Carol Van Zile-Tasmen : : Clear communications as the situation changes.
- 15:14:29 From Erin Isaacson : Resources - Online software training, especially for facuWhat is needed may changelty and students
- 15:14:30 From Fiona Chrystall : A space for positive human "contact"
- 15:14:31 From Bernadette Jungblut : For students: online advising, tutoring, mentoring, resource referrals
- 15:14:31 From Colleen Flewelling : : Faculty need forgiveness for not knowing how to operate in the new world.
- 15:14:32 From James Uhlenkamp : : Financial assistance for work-study students, working parents, and contract employees
- 15:14:32 From Kelsey Kirland : Mindfulness practices
- 15:14:33 From Jennifer Hebert : Technological support; advising; counseling for emotional wellbeing; food support. . . so many needs!
- 15:14:36 From Jessa Forsythe-Crane : : At my institution, we definitely need reliable access to supplies for quarantined residents
- 15:14:45 From Kymber Taylor : : Needed= resources to promote engagement
- 15:14:49 From Anne Kruchten : Clear guidance on what's expected
- 15:14:50 From Dyanna Pooley : : retaining a sense of community

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

- 15:14:51 From Alison Soeder : : Clear contact information for campus resources for students and employees
- 15:14:53 From Leslie Harris : People are feeling isolated and anxious, since they are cut off from the faculty, fellow students, etc. We need ways to keep in touch with them, help them complete the requirements of their courses, and help them feel more connected.
- 15:14:56 From Maureen Cochran : : Understanding of different schedules and abilities to be productive with children at home. Technology support. Opportunities to stay in community
- 15:14:56 From Bobbijo Pinnelli : : Health and Emotionally, call in service options.
- 15:14:59 From Katy Selinko : : Opportunities for virtual socialization with colleagues
- 15:15:03 From Jonathan Wade : : I'm particularly concerned with continuity about the adjuncts and others who are "underemployed." But on the other side, those of us who are supporting have an additional burden of feeling we can't really be "off."
- 15:15:03 From Deborah Edwards-Anderson : : Emotional intelligence; effective listening; empathy; flexibility; managing academic and life expectations
- 15:15:11 From Erin Littlepage : Support for staff who continue to work on campus to provide OIT support, food pantry, etc.
- 15:15:13 From Kimberly Green : : changing grading options to include new ones that don't require additional work (eg, extending # of Withdrawals allowed). Support for instructors
- 15:15:15 From Jane Rosenthal : : Internet/broadband and equipment that are dependable
- 15:15:17 From Kevin Guidry : Clarity on decisions and changes, including supporting rationales and openness about decisions that have not been made yet or are being postponed.
- 15:15:17 From Krishna Dunston : : Multiple outreach in multiple formats.
- 15:15:21 From cathy griffin : : Instructional design support, educational tech access from home, staying connected with others, software that talks to our computers (Mac andPC)
- 15:15:22 From Arthur Hernandez : : Support for instructor online course development and implementation.
- 15:15:28 From Bridget Jacobs : : What is needed may change as more people get sick and it directly affects folks in our campus communities
- 15:15:33 From Fiona Chrystall : I have found the response on my campus to be inspiring and rejuvenated my faith in humanity.
- 15:15:33 From Omar SAFIE : : Having flexible deadlines, and creating a way to have meaningful connections and interactions with people that is safe.
- 15:15:33 From Brianna Henson : : How to get students their needs, especially if they are food insecure and relied on on-campus facilities
- 15:15:33 From Ashley Browning : International students may feel like outcasts and need extra assistance making decisions on where to be and what to do.

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:15:37 From Jonathan Wade : : My daughter is a senior and losing her commencement was harder on her than going online with her classes.

15:15:43 From Linda Sheehan : : Rigor may suffer because students and faculty may not have worked in an online environment

15:15:45 From Jessa Forsythe-Crane : : online pedagogical support that is targeted towards different levels of online teaching proficiency!

15:15:49 From Jamie Smith : Flexible deadlines for normal assessment activities

15:15:57 From Emily Wierszewski : : for at-risk students in particular, support through the online experience. they didn't choose online courses and many are afraid and are not great at self-pacing and learning without someone face to face to coach them

15:16:06 From cathy griffin : : Better response from our leadership that is clearer

15:16:06 From Jane Rosenthal : : Childcare and eldercare resources

15:16:07 From Ruth Slotnick : : Kindness of education, esp for students in crisis.

15:16:10 From Sade Walker : : Flexibility

15:16:17 From Bobbijo Pinnelli : : Regular outreach to faculty to support them in their assessment efforts is needed more so than ever right now as faculty adjust to fully virtual learning delivery.

15:16:17 From Fiona Chrystall : As assessment "geeks" we're going to have to come to terms with "less than perfect"!

15:16:30 From Ruth Slotnick : Kindness of education, esp for students in crisis.

15:16:40 From Ginger Bishop : : Reassurance that we will work with them to meet their educational goals.

15:16:47 From Emily Wierszewski : : for faculty to be reassured this isn't normal, what we're doing isn't truly online teaching and for administrators to assure us that it's okay for our productivity to be less and the quality of work we and students produce to be less than normal

15:16:51 From Sarah Tan : : mental wellbeing

15:16:57 From Jane Rosenthal : : @Fiona - I agree on the "less than perfect." Maybe it is "good enough" at this point?

15:17:06 From cathy griffin : : Recognition that we (designers/faculty) can't do it the same way. Letting go of perfect (Agree with Fiona) exams.

15:17:06 From Linda Sheehan : : Painful losses is a good way to frame it...have to be flexible to change and adapt to these new dynamics

15:17:32 From Sheri Popp : : Faculty need help to understand that authentic learning CAN still happen even/especially if they have lost the ability to deliver content the way they have done it in the past. And then they need resources and strategies to help make that a reality.

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:18:26 From Amunoo Tembo : : Online learning for faculty not use to teaching online whole maintaining assessment activities/ cycle expectations

15:18:26 From Fiona Chrystall : One of our Deans has got himself a personal Zoom account and is holding a virtual happy hour today at 5pm! :-)

15:18:47 From cathy griffin : : excellent idea Fiona! I am having a virtual lunch with some colleagues on Tuesday

15:19:02 From Monica Stitt-Bergh : People (leadership) to say that it is okay if some things fall by the wayside because wellbeing is most important.

15:19:04 From Timothy Melvin : : I believe in addition to the five elements, reminding students that civility is essential for a healthy, welcoming community or campus is essential.

15:19:07 From Jonathan Stewart : : Being careful not to turn toward micromanagement of staff with the unknown work-from-home adjustments.

15:19:18 From Anyssa Hining : : @fiona My office is also hosting a virtual happy hour this afternoon! We stole the idea from another group on campus.

15:19:33 From Fiona Chrystall : Seniors are particularly on my mind, as this is already a very high stress time for them.

15:19:38 From cathy griffin : : I agree Monica. I am trying to help faculty see the 'mission critical of their curriculum'

15:19:56 From Ruth Slotnick : My GA is working at home with an 80 year old grandmother who critically depends on her. We meet 4 hours everyday via Skype to help her stay connected

15:20:09 From Jane Rosenthal : : We have been talking a lot about our faculty promotion and evaluation practices.

15:20:15 From Michelle Webb : : It is critical that we exercise flexibility with assessment practices at this time. We do not want to do away with assessment, but we need to be flexible in support of students, faculty, and staff.

15:20:17 From cathy griffin : : Excellent idea Ruth

15:20:19 From Kimberly Green : : yes, our institution is particularly concerned about seniors, that they don't fall through the cracks for graduation

15:20:31 From Fiona Chrystall : Love that, Ruth. My work study has had her whole world crumble around her, so I'm staying as connected as possible with her.

15:20:37 From Jonathan Stewart : : For staff that have a decrease in workload- reminder that engaging with the literature and groups (like this) is considered work.

15:20:48 From Ruth Slotnick : Our daily agenda for the Office begins with mental and physical health check in

15:21:06 From Mustafa Sualp : Replace "Social Distancing" language with "Physical Distancing". We need to be closer to each other during this trying time and we should not prescribe social isolation even in concept.

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

- 15:21:12 From Maureen Tuthill : How can people contribute in ways that are not tied to their official positions, i.e., tap into people's hidden skills during a crisis?
- 15:21:19 From Suzanne Carbonaro : : Ways students can help - unpack your civic engagement- reach out to seniors in your community, ask them how you can help them.
- 15:21:26 From Kara Moloney : Mustafa — good reminder!
- 15:21:37 From Natasha Jankowski : : Love it Mustafa!
- 15:21:46 From Sarah Winger : : Helping faculty identify online assessment resources for their courses (e.g., learning management systems, online exams, grading online, etc.). - in order to give grades and determine if students are/are not meeting learning outcomes for the courses that are suddenly online
- 15:21:50 From Jane Rosenthal : : My staff and I are playing “Wellness Bingo” and encouraging each other to do things in the bingo like taking a shower, exercise, and the like.
- 15:21:56 From Ann Boudinot : : I second Mustafa's suggestion -- physical distancing, socially connecting
- 15:22:03 From cathy griffin : : would like to empower everyone at my institute to have as much info as possible to direct faculty to the right resources for help.
- 15:22:15 From Alaina Walton : : Mustafa, I'm going to try to get this new language to catch on in my own social circle!
- 15:22:25 From cathy griffin : : Good comment on accreditation bodies. I must check with my colleagues this. What is my institute doing? I don't know.
- 15:22:49 From Kelsey Kirland : So clever!
- 15:22:54 From Felix Wao : Patience with faculty who traditionally prepare assessment reports for their programs as it may not be easy for them to coordinate the usual data gathering exercises...
- 15:22:57 From Carol Van Zile-Tasmen : Yes!
- 15:23:03 From Bridget Jacobs : : Our college is doing that with drive by wifi
- 15:23:08 From James Uhlenkamp : : Our public libraries are doing drive-in internet access as well
- 15:23:11 From Linda Sheehan : : That is a fantastic idea!
- 15:23:21 From Dyanna Pooley : : We worked with the providers in the city to get free wifi for the rest of the semester
- 15:23:30 From Kevin Guidry : I'm not sure if our state would be okay with us encouraging students to even drive to campus under our current "stay-at-home" order...
- 15:23:37 From cathy griffin : : I agree Felix, the data gathering is hard.

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:24:05 From Ruth Slotnick : Must start with self. I think we are all having trouble focusing. I have to pull myself together for my staff, but moments before I go online, I have to calm myself... I have aging parents living alone in other states.

15:24:06 From Dyanna Pooley : : we also set up Zoom accounts for all students, faculty and staff

15:24:12 From Fiona Chrystall : We are conducting a virtual meditation session at noon every day and have been told that we should consider this as part of our work hours, not lunch, even though it's at noon.

15:24:13 From Jennifer Russell : Some K-12 districts are using the wifi on their buses and driving them to neighborhood parks at pre-set times so students can download their course materials. If campuses with larger local student pops (e.g. community colleges) could do the same or partner with local transit agencies, that could help with accessibility to technology.

15:24:25 From Linda Sheehan : : Yes, I agree. We are having problems with people being outside without regard to the shelter in place and social distancing.

15:25:41 From Fiona Chrystall : The pass/fail question is one I've been charged to work on today. It's pretty tricky for 2yrs

15:25:58 From Andre Foisy : I like the meditation idea. Here's a resource on how to meditate from the NYTIMES: <https://www.nytimes.com/guides/well/how-to-meditate>

15:26:21 From Jane Rosenthal : : We're talking about Pass/Fail, but for many of our faculty anything below 70% is a Fail, which seems harsh. This is something we are having some deep conversations about.

15:26:21 From Dyanna Pooley : : we are looking at credit/no credit

15:26:47 From Ed Dee : We're considering a pass/pass-/fail so that students can use them to proceed in their major.

15:27:16 From Ruth Slotnick : I do a meditation with a group in VA (I live in Boston) every morning. Way to shunt in wellbeing and life balance and student affairs side of the house. Much needed integration, but I am sad it had to happen this way.

15:27:24 From Kimberly Green : : Our campus is talking about "drive out" wifi, where we may provide access in some of the student neighborhood ("apartment land") to give more access to students who can stay home. Concerned about not asking students to come to campus for wifi (they will all need to use the restroom at some point :))

15:27:28 From Suzanne Carbonaro : : Consider allowing students to choose how they meet outcomes- demonstration of skills they are learning.

15:28:07 From Dyanna Pooley : : yes, we are allowing the students to request credit/no credit

15:28:10 From James Uhlenkamp : Our students can request pass/fail. We are currently handling it on a case-by-case basis.

15:28:17 From Fiona Chrystall : I like the ones where they're allowing the students to choose after they receive their letter grades.

15:28:18 From Kevin Guidry : Documentation within programs is one thing that worries. I am sure that decisions and exceptions are being made with the best information available but I hope that everyone is documenting these decisions so students don't get caught in bad situations later.

15:28:19 From Ligia Perez : Should there be some flexibility when assessing spring 2020 due to the pandemic regardless of accrediting requirements as long as the institution/program can explain the approach?

15:28:34 From Jennifer Hebert : Students at my university get to make that choice, with previous limits on how many classes they can take this way being eliminated. They also have until the last instructional day to make the choice (i.e. May 3rd).

15:28:35 From Ruth Slotnick : We will be creating, as a field, a whole literature on this...

15:28:56 From Kimberly Green : : Pass/fail choice -- our university is discussing opening up pass fail but asking students to "petition" individually, so that students who need / want to earn an A, eg needed for grad sch, still can maintain regular grading.

15:29:11 From Fiona Chrystall : I think this will become a universal C-19 flag in so many places on our documentation.

15:29:20 From Lou Ann Berman : : The 2020 high school graduating seniors are losing Senior Prom, Graduation Commencement, and closure to their high school social experiences. Many are experiencing online teaching and learning with minimal advanced preparation. They will arrive on campuses this fall with a unique experience and we should think forward on how to plan for their success. The majority of the senior class were born in 2001 - the year of 9/11.

15:29:44 From Reem Jaafar : online via zoom. meetings taking place regularly

15:29:45 From Bridget Jacobs : : I went through Katrina and that's what we did in Louisiana. Flagged our data

15:30:16 From Reem Jaafar : question is: how do we reinforce deposit for general ed assessment

15:30:54 From Jonathan Stewart : : We've been using Microsoft Teams- it's been a great resource (very similar to Slack).

15:31:02 From Ann Tenglund : : Regarding pass/fail, the concern on our campus is that the course/grade would not be accepted by graduate schools, especially medical programs.

15:31:18 From Suzanne Carbonaro : : We at AEFIS have subscribed to these elements of our Mantra: 1. Health First: First and foremost, be sure you monitor and maintain the mental and physical health of yourselves, your family members, and loved ones

2. Community: Help others around you and in the community whenever you can (small gestures of assistance matter greatly to so many during these times)

3. Stay Focused: Let's maintain our dedication to our academic partners with a continued emphasis on quality, timeliness and above expectations during this time of crisis

4. Reach Out: Do not be afraid to ask for help with anything, work related or personal as it will take the support of many to get through the coming days and weeks

[Comments after conversation shifts to social/procedural concerns]

15:31:22 From Maureen Cochran : : We had a Slack channel set up for the Assessment MOOC participants on our campus but I expanded it to include all of our Assessment Council and set up a "socialchats" space where people could just check in about non-assessment related things. Then I actually started inviting other colleagues as well so they can get in on the social chats and told them that if they go into the assessment-related channels and get hooked then that's cool too :)

15:31:30 From Kimberly Green : : Yes in response to this question: Should there be some flexibility when assessing spring 2020 due to the pandemic regardless of accrediting requirements?

15:31:32 From Kevin Guidry : Reem, can you please clarify what you mean by "deposit for general ed assessment?" (It's the "deposit" part that I don't understand.)

15:31:45 From Fiona Chrystall : Thanks, Kevin! :-)

15:32:50 From Jeremy Penn : Great to see Zoom working so far for a large group (my institution will be using Zoom for all courses starting next week).

15:33:42 From Fiona Chrystall : Yes, Jeremy. Our Moodle LMS became unstable today across the state system - and that's before the students get on there!

15:33:55 From Kimberly Green : : We are using zoom too, and it's been working well (many staff moved to remote working last week. Wondering if we need a plan B, for tech glitches with zoom (can it handle all this load?))

15:34:16 From Jeremy Penn : Messaging by owl is our plan B :)

15:34:42 From Erin Isaacson : We're using WebEx and Microsoft Teams

15:35:14 From Leslie Harris : Yes. . . . We want to know how to pick up the Slack. ;:-)

15:35:19 From Shannon Milligan : Could there maybe be a Slack channel for Student Affairs/student services as well? A lot of the questions/resources that are being generated are geared more toward working with faculty/academic assessment

15:35:23 From Laura Fox : We're using Google Meet/Hangout. Some glitches but working okay so far. Moodle LMS has had some hiccups which worries me.

15:35:27 From Alison Soeder : : My department and our GAs have been using Microsoft Teams and it's been working really well so far. We are able to chat and video conference in the single app

15:35:54 From Reem Jaafar : when we assess general ed core competencies, we require students in key courses to deposit in specific sections online some assignments

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

- 15:36:22 From A. Rene' Schmauder : : please let us know how to volunteer
- 15:36:29 From Fiona Chrystall : Thanks for the clarification, Reem. At least you already have that mechanism in place.
- 15:36:48 From Reem Jaafar : we generally support them during class to do that and we use those assignments for norming and general ed core competencies. Wondering what other campuses are doing and whether they are reinforcing this in a distance learning environment
- 15:36:58 From Ruth Slotnick : Can we have a bad hair panel?
- 15:37:12 From Fiona Chrystall : We're all going to look like shaggy hippies soon!
- 15:37:14 From Bernice Houle : : Tip, but not in cash!!!
- 15:37:17 From Jeremy Penn : Bad hair panel would be so fun!!
- 15:38:41 From H. Anne Weiss : can we talk about how a part of helping our students deal with this is to attend to their learning??!! there are plenty of studies that link mental health with engaging in cognitive activities
- 15:38:41 From AALHE Webinar to Jane Marie Souza (Privately) : Jane Marie — when you are closing, would you tell people how they can volunteer for AALHE? We're getting that question. :^)
- 15:39:00 From Kevin Guidry : Reem: I have serious validity concerns about testing done right now so I'm wary of collecting assessment data for longitudinal use.
- 15:39:14 From James Uhlenkamp : : Microsoft Teams
- 15:39:26 From Cynthia Loudon : : MS Teams
- 15:39:29 From Syed Hassan : : What is the name of the book again?
- 15:39:35 From Jessa Forsythe-Crane : : I am my campus assessment community :-/
- 15:39:49 From Fiona Chrystall : Anne - yes, we're going to have to work through staying focused online with our students.
- 15:40:05 From Alison Soeder : : Our assessment community is moving from PDFs to Nuventive, so our department were working on developing resources and trainings- but hadn't been deeply in communication about assessment, since we were in transition right now any way
- 15:40:23 From James Uhlenkamp : : Remote co-working to support writing accountability
- 15:40:23 From Omar SAFIE : : Hold an open assessment office hours time. Instead of just 1 hour a week, but a few hours per week.
- 15:40:24 From Reem Jaafar : watch same movies
- 15:40:35 From Jennifer Hebert : Faculty "coffee hours" via WebEx once a week for small groups
- 15:40:37 From Fiona Chrystall : One of the arguments for the pass/fail option is to allow students to focus on the learning, and not the grade.

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

- 15:40:38 From Reem Jaafar : or virtual museum tours- Another idea
- 15:40:38 From Anyssa Hining : : We are also doing a virtual book club to discuss best practices and also reporting out after webinars.
- 15:40:46 From Sheri Popp : : Call me crazy, but I decided to write snail mail cards to people. Writing on or two a week to send out is cathartic for me. And when they get the cards they contact me back on social media to say hey!
- 15:40:47 From Bianca Salinas : : virtual games are a great way to stay connected and have fun. I recommend drawful 2 by the jackbox games. Folks can join and play on their smart phones.
- 15:40:49 From Kelli Rainey : : Turning on video cams to increase the connectivity.
- 15:40:52 From Jessica Vanderhoff : : Mister Rogers Coping with the Quarantine
- 15:40:56 From Ashley Browning : Our steering committee is communicating via listserv with faculty, deans, department heads, and directors
- 15:40:57 From Amunoo Tembo : : Virtual Assessment Drop-Ins and Sessions
- 15:40:57 From Ruth Slotnick : We've been reaching out to our departments an noting their exemplar practices.
- 15:41:01 From Maureen Cochran : : One colleague created a Facebook group for parents who are also working from home where we can share strategies & successes
- 15:41:18 From Linda Sheehan : : Weekly check in via Zoom to discuss assessment and any shifts to keep things moving
- 15:41:31 From Patricia Gregg : Recorded video messages ... so much more personal than flat email messages, especially with information overload!
- 15:41:33 From Jessa Forsythe-Crane : : Netflix party is a new resource to watch things together remotely
- 15:41:53 From Claudia Stanny : : I am talking with the Assessment Director about how to facilitate faculty discussions (in a Webinar if needed) to reflect on how the pivot went - what worked, what didn't work, what they would like to do differently. We will document as an exemplar of use of data for planning and decisions.
- 15:41:54 From Ruth Slotnick : We extended our annual assessment deadline
- 15:41:57 From Jeremy Penn : In the past I have found it helpful to be added as a TA to courses - then I have access directly to uploaded assessment instruments and results
- 15:42:15 From Erin Isaacson : We did an audit in our Assessment Management System of which program level assessments might need to be revised for this Spring and we're scheduling WebEx meetings or phone calls to discuss those possible revisions with our assessment coordinators within the schools and departments
- 15:42:18 From Ann Boudinot : : We're encouraging faculty to stay synchronous with Zoom, if possible, to maintain the benefits of our small class sizes. Everyone on campus has

access to Zoom. We're also using Zoom for campus meetings, including Faculty Council. Various offices are hosting online happy hours and brownbag lunches.

15:42:20 From Kristin McKinley : : We at going to start some community reads as part of one of our grants given most of our professional development was postponed. We figured this would be a way to engage people socially despite the physical distance.

15:42:25 From Dyanna Pooley : : I've joined the re-enrollment team and am interfacing with department chairs to find out how they are interacting with their students

15:42:29 From Arthur Hernandez : I believe it is important to consider the meaningfulness of any data collected now. This ranges from SET to Course assessments. To what extent should be aware of the impact of random and idiographic influences on measurement? To what extent are we making the effort to "capture" this influence much less adjust (control) for it?

15:42:45 From A. Rene' Schmauder : : We have cancelled some large surveys.

15:42:49 From Nicole Martello : : My colleagues have a weekly lunch Zoom meeting, and this week we are implementing a "show and tell" where we show each other an object from our house that has meaning to us. This is something that will help us get to know each other more, but also it's something that we wouldn't be able to do at our office each week, so it makes working from home a little more meaningful and special.

15:42:50 From Sarah Winger : : IT set up our office phones so any messages are emailed to us as WAV files - so we can still keep in touch with people calling our office phones - without having to give out our personal phone numbers

15:42:54 From Ann Boudinot : We're encouraging faculty to stay synchronous with Zoom, if possible, to maintain the benefits of our small class sizes. Everyone on campus has access to Zoom. We're also using Zoom for campus meetings, including Faculty Council. Various offices are hosting online happy hours and brownbag lunches.

15:43:05 From Dyanna Pooley : : we put together a short survey for faculty to see how they are converting their courses and find out what kind of challenges they are facing

15:43:05 From Andre Foisy : Marcus Aurelius "Meditations" is the book I referenced. The translation from Robin Hard is the version that I recommend.

15:43:05 From Ruth Slotnick : My sense it that my campus doesn't want us right now... they will at some point

15:43:10 From Samantha Rich : : It would be helpful now to see more examples about how assessment offices are responding. (extended deadlines, relaxing assessment guidelines, etc.) Is this the kind of information I can see on Slack?

15:43:14 From James Uhlenkamp : : I agree with Ruth

15:43:15 From Erin Isaacson : What is encouraging is that many of the assessments are relatively easy to switch to an online format. We're also using an online rubric and assessment software called, Chalk and Wire through Campus Labs

15:43:17 From Fiona Chrystall : I see this is a potential opportunity for some people to get "unstuck" in their view of assessment options.

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:43:26 From Leslie Harris : More faculty are probably using the LMS now, which actually is an advantage for assessment, since the artifacts are now available.

15:43:51 From Patricia Gregg : Ruth, you aren't alone! Everyone is focused on technology right now. They will think about us after they have mastered the tech.

15:43:52 From Leslie Harris : In other words, more assignments are being submitted through the LMS, and assessments (like quizzes) can be included there, too.

15:43:55 From Jamie Smith : Arthur: when it comes to SET, perhaps the value is the opportunity it provides for students to have a voice and share their experiences

15:43:57 From Fiona Chrystall : This should help to really figure out what is REALLY needed to show learning.

15:44:19 From Shannon Milligan : Resources geared more toward Student Affairs/student services

15:44:20 From Dyanna Pooley : : we've reached out to businesses to get laptops they are phasing out for our students and we've received over 100

15:44:24 From Ruth Slotnick : In hindsight, my faculty will consider the online assessments. Not now. They are too overwhelmed since we've been traditionally f-t-f

15:44:33 From Reem Jaafar : too many tools! online proctoring of tests.

15:44:51 From Fiona Chrystall : Would be nice to have a group for public 2yr schools.

15:45:01 From Kara Moloney : I'm a lot less concerned about accreditation; I'm concerned that the rapid transition to remote teaching (which is not the same as online teaching & learning). We care about ensuring that when things settle a bit, faculty will know how to create equitable opportunities to demonstrate the degree to which they have achieved your goals for their learning.

15:45:03 From Ann Boudinot : Our campus level of expertise in using the assessment capabilities of Canvas is somewhat rudimentary. Would love to know much more, have some great examples.

15:45:05 From Suzanne Carbonaro : Agree, Leslie, we are finding that universities are using LMS more - and with integrations with your assessment management system, data can be pulled into your program map after the term. You can even extend your term to ensure you pull the data from the LMS.

15:45:38 From Malinda Matney : : How will accreditors give grace to those of us with visits that happen during this period? No allowance seems forthcoming from Dept of Education, and our accreditor simply moved our visit 4 weeks into the future.

15:45:43 From Denise Gilligan : : The suspension of certified testing centers, closing libraries and campuses so how are we handling Proctored and certified testing needs and/or time tables?

15:45:49 From Malinda Matney : : When we anticipate we will still be in a stay at home state.

15:45:52 From Jeremy Penn : Some surveys are cancelled, some are going forward with additional language to ask respondents to answer as they would have prior to the coronavirus response.

15:45:53 From Sarah Winger : : Quick ways to provide faculty development on "assessment" - resources, best things to focus on (without overwhelming them) - so that they can use this opportunity to really work to align their outcomes with their assessments of learning in their courses, but without too much jargon or scariness (e.g., the faculty view of assessment as a four-letter word)

15:45:58 From Erin Isaacson : Dropbox has been thrown around for students to upload documents for faculty. Dropbox is compliant with student privacy

15:46:03 From Kristin McKinley : : Sharing ways to assess distance learning (examples of what people have done)

15:46:03 From James Uhlenkamp : : Would be great if we could see how other campuses are responding to the distance ed surveys! And recommendations for when to deploy.

15:46:08 From Patricia Gregg : We should be assessing the effectiveness of all of these emergency measures ... but people are up to their necks in alligators ... how can we focus on the big picture right now?

15:46:28 From Hillary Fuhrman : : We are not doing SRIs this spring, so having questions we could ask students about the transition would be helpful

15:46:42 From Denise Gilligan : : Post crisis analysis ideas of reflection and for future planning purposes?

15:46:48 From Krishna Dunston : : I'm a Canvas campus. Would be happy to share my 'pivot table' strategies pulling data and using curricular map to complete assessments.

15:46:51 From Kara Moloney : I'd like to hear how participants are focusing on student learning, rather than data collection.

15:47:12 From Dilnavaz Mirza Sharma : : Can you repeat the name of the person from The New School, please? We are thinking of a survey like that in about 3 weeks for our campus. It would be nice to see her questions.

15:47:13 From James Uhlenkamp : : Does anyone have resources for open-ended text analysis for survey data?

15:47:18 From Fiona Chrystall : I think we can just do the best we can. Keep what we can, identify some reasonable substitute assessments, let go what we can no longer do meaningfully. We can figure out what to do with this information later. There's way too much on our plates right now to have faculty/staff to focus more on this right now.

15:47:25 From Jessa Forsythe-Crane : : i'm definitely extremely interested in how people are modifying course evaluations

15:47:36 From Dyanna Pooley : : <http://www.jjay.cuny.edu/Spring20FAQs> we've created FAQs pages

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:47:38 From Samantha Rich : : definitely! student affairs resources

15:47:46 From Kimberly Green : : adjusting assessment to focus on student learning in this context, ways to be flexible. We are getting questions about the validity of any data collected this semester.

15:47:54 From Kara Moloney : What are we hearing FROM students about what challenges to their learning that they anticipate?

15:47:54 From Diana LaRocco : Our communications department is asking faculty to send video messages to share with students!

15:48:00 From Abdulbaset Abdulla : : ETS has just moved to online proctoring for GRE and TOEFL.

15:48:13 From Kevin Guidry : Kara: Seconded. I *know* my faculty are focused on learning; demanding reports to administrators about that seems to be extremely counterproductive and disheartening.

15:48:24 From Fiona Chrystall : Good question, Kara. We'll be able to talk to that some more next week, when our extended Spring Break is over.

15:48:30 From Abdulbaset Abdulla : : Proctor U

15:48:32 From Krishna Dunston : : Central source with links to all program accreditor CV-19 resource pages, so I don't have to keep checking for them.

15:48:37 From Erin Isaacson : A tool that would be helpful: providing a summary report, infographic, spreadsheet of all these different tools and which types of specific assessment issues they may address would be helpful

15:48:41 From Erin Littlepage : Our institution also uses Proctor U

15:48:47 From Arthur Hernandez : I think there are a number of opportunities to examine what is happening and how it impacts on our usual assessment processes and instruments. However, I'm not sure that we are doing so. For example, we can't assume an instructional equivalence between F2F and online delivery of instruction. I agree with doing the best we can but i think it is very important to remember the conditions and contexts before making judgments during or after...

15:48:47 From Daniel Chupe-OHanlon : : You need to make sure that none of the proctoring services charge students

15:48:48 From Lorna Keach to Krishna Dunston, All Panelists : I can reach out to you after the webinar (info@aalhe.org) if that works

15:48:48 From Kara Moloney : Regarding proctoring: Perhaps if we were less worried about policing students' learning through proctoring, and more committed to creating opportunities for students to demonstrate their learning.

15:48:50 From Kevin Guidry : On proctoring, we're encouraging faculty to move to open-book tests and assignments to the extent that they're comfortable doing that.

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

- 15:48:53 From Claudia Stanny : : Some use Respondus lock-down browser as well as Proctor U
- 15:48:55 From Deidre Leaver-Dunn : : Examity is another service. They have notified students that they are not able to proctor moving forward.
- 15:48:58 From Jeffery Blanchard : : Helping faculty create and assess student learning (formative assessments) in the online medium (particularly when they're new to it). The limitations have proven challenging for many.
- 15:49:10 From Suzanne Carbonaro : Could portfolios be used instead?
- 15:49:11 From Erin Littlepage : I use open-book exams in my online courses - and require students to cite answers.
- 15:49:17 From Shannon Milligan : Amen Kara!! Proctoring raises privacy issues, too
- 15:49:19 From Daniel Chupe-OHanlon : : some students could have to pay \$400 +/- to take 4 tests and final in ProctorU model
- 15:49:22 From Nicole Martello : : Respondus Lockdown browser
- 15:49:22 From Claudia Stanny : : Some talk about using alternative assessments that are less conducive to copy-paste
- 15:49:22 From Kimberly Green : : Is the appropriate response to spring 2020 assessment to work with the accreditors to recognize that perhaps assessment should be more formative about what happened and how it affected teaching and learning (rather than student achievement focus)?
- 15:49:25 From Natasha Jankowski : : +1 to Kara!
- 15:49:32 From Suzanne Carbonaro : Allow students to choose how they demonstrate competency and outcomes.
- 15:49:38 From Sheri Popp : : Kara Moloney - I do orientation and coaching for new faculty. I've encouraged them to remember the very real value of formative assessments right now, and to not expect students to master new, complex ways of doing things on the first try. Scaffolding is equally important in online learning as it is in f-t-f.
- 15:49:41 From Kevin Guidry : We were talking about online oral mini-exams earlier today in my shop.
- 15:49:43 From Jane Rosenthal : : I have been encouraging our faculty to do take-home exams or projects rather than MCQ, and now they are asking for more TA support for that. So we're trying to figure out what that looks like.
- 15:49:45 From Hillary Fuhrman : : Helping faculty take those exams to the higher levels so that proctoring becomes less of a factor
- 15:49:49 From Ashley Browning : Respondus and Respondus Lockdown might also be beneficial to ensure security
- 15:49:58 From Kara Moloney : Thanks, Shannon. ;0

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:49:59 From Arthur Hernandez : A lot of what we are discussing impacts on philosophy of teaching which unlike instructional delivery aren't easily changed or even acceptable to most instructors.

15:50:03 From Claudia Stanny : : Focused low-stakes assessment that evaluate fewer SLOs are also less tempting to cheat on.

15:50:12 From Kara Moloney : Agreed, Arthur.

15:50:29 From Kevin Guidry : Arthur: I agree very strongly and I worry greatly about people using this crisis as an opportunity to push philosophical or political agendas.

15:50:37 From Dyanna Pooley : : I hope we don't miss the life learning that is happening for students right now, while hard to measure, those who stick it out and get through have learned a valuable lesson

15:51:08 From Natasha Jankowski : : Yes Arthur!

15:51:20 From James Uhlenkamp : : Faculty might take a look at Cheating Lessons by James Lang (2013). This book encourages faculty to find assessments and course design that remove the incentives for cheating. That won't help much in the short term, but it's better.

15:51:22 From Sarah Winger : : Accessibility in online environments for all learners

15:51:27 From Kristin McKinley : : Can there be a slack channel for policies that have been put in place to serve as a resource for other institutions?

15:51:31 From Cherie Meador : : We're looking into Respondus, Examity and HonorLock, mainly for placement exams as we are also entering registration.

15:51:47 From Arthur Hernandez : We are already hearing from policy makers that this crisis demonstrates that higher education can be delivered solely online and arguing this demonstrates a further decrease in funding is not only possible but responsible....

15:51:54 From Claudia Stanny : : It is like faculty creating a tenure file - throw stuff in a file continuously, reflect on what to use and what it means later. :-)

15:52:08 From Kara Moloney : It's hard enough for some folks to embrace the use of new technologies. Asking them to also (re)consider how & why they teach?

15:52:11 From Tracy Bartholomew : : For those who are not on the POD discussion list, I highly recommend. (The POD list is for faculty developers / teaching & learning center staff.)

15:52:17 From Sarah Winger : : e.g., Universal Design for Learning (UDL) training/resources - specifically for assessments in these online courses

15:52:28 From Ruth Slotnick : Also Grand Challenges Project

15:52:42 From Ruth Slotnick : innovation group

15:52:54 From Natasha Jankowski : : I'm also concerned about this being viewed as a "test" of the "effectiveness" of online learning at scale when that is not what is being designed for or around at this time

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:53:09 From Ruth Slotnick : or immediate improvement pedagogy group...

15:53:18 From Cherie Meador : : I think we have to encourage our faculty to be flexible as well with assessing student learning outcomes.

15:53:25 From Emilie Clucas Leaderman : : My apologies if this was already covered. Has anyone found productive ways to re-create "hallway conversations" and maintain relationships with faculty during this time (other than zoom, email)?

15:53:26 From David Turbow : : Great ideas, Jeremy and Jane Marie. Important resource we can discuss - How can we collectively best advocate for our profession of assessment during a pandemic in which the work is conducted by people who now need to suddenly do their work remotely? The engagement faculty, administrators, and students.

15:53:27 From Erin Isaacson : It will be important to use comparative data in programs from when they were offered solely residential vs. online, even if that data is from previous years. It can be evidence that supports effective decision making about long-term impacts of this transition going forward

15:53:36 From Natasha Jankowski : : Student Affairs Assessment Leaders (SAAL) has some discussions on the student affairs resources

15:53:37 From Jillian Kinzie : : re proctor question, this might be an opportunity to open up assessments from exams to encourage students to generate new ways to demonstrate their learning - give them a few options to stimulate their creativity.

15:53:37 From Leslie Harris : : Hey, Andre. It looks like the Slack links you provided can only work for one person who clicks on it first.

15:53:38 From Kara Moloney : I hope that there is a dedicated group of people who are actively monitoring proposed "silver bullets" that promote expedient and not strategic decisions, I.e., put it all online.

15:54:22 From Kara Moloney : The last thing students need is another survey at this point!

15:54:25 From Ruth Slotnick : We are trying to standardize a couple of surveys via Qualtrics that faculty can use

15:54:29 From James Uhlenkamp : : How are institutions sharing results of surveys across campus?

15:54:29 From Tracy Bartholomew : :
<https://groups.google.com/a/podnetwork.org/forum/#!forum/discussion>

15:54:32 From Dyanna Pooley : : We have faculty doing it but also student affairs

15:54:32 From Arthur Hernandez : The after the fact assessment about which we are speaking can be facilitated by the production and dissemination of an inquiry framework to which interested folks can contribute during as well as after.... perhaps something that can be organized and facilitated by AALHE

15:54:33 From V P : : HEDS has a survey for students that they're providing to their member organizations

15:54:34 From Jillian Kinzie : re proctor question, this might be an opportunity to open up assessments from exams to encourage students to generate new ways to demonstrate their learning - give them a few options to stimulate their creativity.

15:54:37 From Anne Marie Brady : We are trying to get one started right now, coming from Academic Affairs/Student Support services. We want to do a very short, "end of Day 1" survey with just one or two questions.

15:54:43 From Kevin Guidry : I'm seeing it at program, college, and course levels. And all are appropriate (although a bit duplicative).

15:54:45 From Dyanna Pooley : : some of our faculty are holding town halls with their students every week

15:54:46 From Kristin Buscher : : We have created a program that is having staff call all students that are transitioning to online students that were taking courses on campus. We are planning to call them each week and have a case load of about 30 students each.

15:54:50 From Anne Marie Brady : I think it's important to give students lots of chances to share their experiences and give feedback.

15:54:50 From Kara Moloney : Yay, Jillian!

15:54:50 From Natasha Jankowski : Student Affairs Assessment Leaders (SAAL) has some discussions on the student affairs resources

15:54:54 From Claudia Stanny : : I'm encouraging faculty to do small surveys with their students - a sort of mid-course feedback (mid-pivot feedback?) - How is it going? What is helping you learn? What is a problem? What could change to make learning better?

15:55:05 From Cherie Meador : : Some students don't have access to computers, mobile devices and another survey could be a burden.

15:55:08 From Natasha Jankowski : I'm also concerned about this being viewed as a "test" of the "effectiveness" of online learning at scale when that is not what is being designed for or around at this time

15:55:09 From Ellen Peters : : Institution-wide - specifically to ensure students have the technology/personal support they need, and at the course level by individual faculty.

15:55:10 From Wayne Jacobson : : I appreciate the emphasis on flexibility and adapting our practices to the circumstances. Do you think AAHLE might be in a position to advocate on behalf of institutions to accreditors or other external bodies that might not appreciate the need for this kind of flexibility in their expectations?

15:55:16 From Ruth Slotnick : One faculty is getting students phone numbers so they can personally reach out when they look for attendance (something they don't normally do)

15:55:25 From Daniel Chupe-OHanlon : : we are using LMS touchpoints, surveys, texts, calls, emails

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

- 15:55:26 From Kara Moloney : Agreed, Natasha.
- 15:55:33 From Anyssa Hining : : For Penn State, we have a Student Care and Advocacy Emergency Fund. Students submit applications to receive financial support through this - their stories are heartbreaking, but it is allowing us to better understand the unique types of situations that students are dealing with (i.e., international students, homelessness, loss of technology, and not having books)
- 15:55:38 From Dyanna Pooley : : our LMS is blackboard so of course that is used also
- 15:55:48 From Ruth Slotnick : Right on, Natasha.
- 15:55:48 From Diana LaRocco : Faculty are noting which students are not checking in Blackboard. If they are not logging in, they are escalated to student affairs. So far so good.
- 15:56:02 From Cherie Meador : Some students don't have access to computers, mobile devices and another survey could be a burden.
- 15:56:02 From Jennifer Hill : : What's your advice for faculty and students who are completely overwhelmed with information and even offers of care?
- 15:56:09 From Laura Fox : Our program is requiring students to check in with their faculty advisor once a week. No one is checking in with the faculty advisors to gather the information about student wellbeing program-wide, though.
- 15:56:09 From Kevin Guidry : Stepping back to the big picture, I found this blog post "What we learnt from "going online" during university shutdowns in South Africa" very helpful: <https://philonedtech.com/what-we-learnt-from-going-online-during-university-shutdowns-in-south-africa/>
- 15:56:17 From Ruth Slotnick : Right, and public libraries are closed...
- 15:56:18 From Kara Moloney : Two questions my colleague recommends: 1) How are you and / your family dealing with COVID-19? 2) What would you like me know so I can support your learning?
- 15:56:30 From Dyanna Pooley : : we also have dropbox accounts and I am collecting resources just like those Jeremy mentioned and adding them to dropbox so that faculty/staff may select and send them to students
- 15:56:36 From Arthur Hernandez : Perhaps AALHE can reach out to other higher education organizations to compile a compendium of resources and join in the after the fact assessment and learning.
- 15:56:37 From Andre Foisy : People will receive invitations after the webinar :)
- 15:56:47 From Debbie Finocchio : : Thanks so much!
- 15:56:51 From Kristin Buscher : : NILOA published a great article in 2019 focused on assessing in online education. It has a great piece on formative assessment.
- 15:56:59 From Andre Foisy : Arthur: Yes, check out the resource from NILOA
- 15:57:13 From Laura Fox : @Kara Moloney I like those questions! Short and sweet!

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:57:14 From Jeffery Blanchard : : U of Rochester alumni (M.A. in English) and Rochester native - side note...

15:57:17 From Andre Foisy :
https://docs.google.com/document/d/1KsILIECJb_82NnNibk6dwcGS-wXVCL73xhzsHWI5gmo/edit

15:57:19 From Leslie Harris : I attended a Webinar today from someone who usually teaches online. She said that it is important for the faculty member to reach out to his/her students to make the initial contact, because students are often reluctant to do that.

15:57:42 From Natasha Jankowski : Thanks all!! I gotta run to another meeting. Great work everyone!

15:58:14 From Melissa Williams : thank you. off to the next... so loved this discussion!

15:58:38 From Jillian Kinzie : If your school is a NSSE or FSSE 2020 participating institution: Join a webinar that NSSE is hosting on Thursday March 26, at 2PM eastern. We'll discuss issues associated with spring data collection, and are eager to exchange ideas about how data collected before and after the COVID disruption can inform assessment plans.
<http://nsse.indiana.edu/webinars/>

15:58:43 From Stephanie Galloway : : Thanks for sharing all of this information. It's been very helpful.

15:58:52 From Jeffery Blanchard : : Andre - thank you for that Google doc! Great items for students in there that I read the other day and could not find again.

15:58:57 From H. Anne Weiss : : I may be jumping the starting pistol but when will we be invited to the slack.pages?

15:59:07 From Judd Harbin : : Thank you all so much! I look forward to joining the Slack chat. Gotta run for another meeting (online, of course). Be well!

15:59:14 From Kane Gillespie : : re: the conference, my campus has put a freeze on all travel. Are other campuses seeing the same thing?

15:59:21 From Arthur Hernandez : We should remember the implications of diversity - what does campus and course diversity mean for instruction and assessment especially in terms of the response (online instruction) of higher education.

15:59:35 From Fiona Chrystall : Thank you, all.

15:59:36 From Tracy Bartholomew : : Thank you for organizing this!

15:59:36 From Kara Moloney : Absolutely, Arthur!

15:59:38 From Emilie Clucas Leaderman : : Excellent discussion and sharing of resources- thank you!

15:59:40 From Hillary Fuhrman : : Thank you for offering this session!

15:59:43 From Jane Rosenthal : Thank you all! Be well!

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

15:59:44 From James Uhlenkamp : : Thanks, everyone!

15:59:45 From Arthur Hernandez : Thanks everyone! I have go to another (online) meeting.... Art

15:59:46 From Dyanna Pooley : : thank you

15:59:50 From Jennifer Mandel : : Thank you!!

15:59:52 From Kallie Rogers : : Thanks everyone! Stay well and be safe

15:59:53 From Erin Littlepage : Thank you very much

15:59:53 From H. Anne Weiss : : or who can I confirm with what email was used to invite me?

15:59:53 From Tracy Bartholomew : : I'm looking forward to the Slack discussions.

15:59:53 From Susan Kahn : Thank you!

15:59:55 From Amunoo Tembo : : Happy Birthday, Jeremy!

15:59:56 From Ruth Slotnick : : THANK YOU!

15:59:57 From Karen Pain : : Thank you all for pulling together so many great ideas and resources.

16:00:01 From Suzanne Lebin : : Thank you!

16:00:01 From Jeffery Blanchard : : Thanks for everything!

16:00:03 From Amunoo Tembo : : Thank you all! :)

16:00:04 From Andre Foisy : Now is a good time to adopt a dog too! Go to [petfinder.com](https://www.petfinder.com)

16:00:06 From Anyssa Hining : : Thank you everyone! Nice to hear from @andre and @jamie again! Be well!

16:00:06 From Andre Foisy : :)

16:00:07 From Karen Stokes Chapo : Thank you!

16:00:08 From Suzanne Carbonaro : Thank you all! Thank you to the leadership at AALHE

16:00:10 From Kristin McKinley : : Thank you very much for hosting this webinar!

16:00:13 From Ann Tenglund : : Thank you so much. This webinar convinced me that I needed to make time TODAY to renew my membership! What a valuable group and a valuable collection of resources.

16:00:14 From Julie Remold : : Thank you

16:00:18 From Dilnavaz Mirza Sharma : : Thank you!

16:00:19 From Ruth Slotnick : : Getting a DOG

Chat Transcript from AALHE Special Town Hall: Assessment in the time of COVID-19

16:00:20 From Kathleen Kuehn : : Thank you!

16:00:20 From Lisa Kopp : : Happy Birthday Jeremy - Thank you everyone

16:00:21 From Tracy Bartholomew : Or a cat!

16:00:22 From Denise Gilligan : : THANK YOU!

16:00:22 From Laura Fox : Thanks!

16:00:23 From Rebecca de Mayo : : Thank you!

16:00:23 From Kymber Taylor : Thank you!