Academic Continuity:
Assessment in the age of COVID-19

Conversations with Program Reviewers (CPR)
April 28, 2020

Academic Programs Team
Campus Reviewer Contact Information:
https://system.suny.edu/academic-affairs/acaproplan/app/find-your-campus-reviewer/
A Culture of Assessment

• What does this mean?
• If you have one, how do you maintain it in the midst of perceived chaos, fear, uncertainty, and change?
• If you still need to develop one, you’re at least twenty years behind, but many of the same principles apply.
• Today’s CPR has three parts:
  o Key questions to ask about your assessment efforts (assessing your assessment).
  o An example of how an assessment plan development process could look.
  o Information about how the SUNY Council on Assessment (SCoA) can help.
Our Guests

SCoA Co-Chairs:

Dr. Carol Van Zile-Tamsen, Assistant Vice Provost for Educational Effectiveness, University at Buffalo

Dr. Nicole Childrose, Associate Professor of History and Non-Academic Assessment Chair, Columbia Greene Community College

And SCoA member:

Dr. Kathleen Landy, Associate Director of the Center for Teaching Innovation at Cornell University
Key Reminders

- The broader context and purpose of your institution’s assessment efforts provides a framework.
- Meta-assessment offers a good starting point.
- A suspension of all assessment efforts is inadvisable.
- Documentation is critical.
Program Review Questions (Admin/Planning)

- Meta-assessment questions:
  - What has been working really well for us?
  - With what have we been struggling most?
  - What is currently giving us the best information?
  - Are we doing anything simply out of habit?

- Whom should I involve in program review planning sessions?

- When and how will I communicate any modifications to our assessment protocols?

- What supports/resources are available as we figure out how to proceed?
Program Review Questions (Procedural)

Schedule & Timeline
• What program(s) are we scheduled to assess?
• What was our original timeline? Is this still reasonable?

Outcomes & Processes
• What outcomes are *most essential* to assess?
• Are there any outcomes/processes that can be adjusted or suspended?

Platform/Protocol
• Is our existing process accessible remotely? If not, what platform can be leveraged?

Documentation
• How can we document our rationale for the modifications we are making during this period?
• Can we share assessment data and make decisions based on this data as we have in the past?
• If not, when/how can we modify the process?
Focus and Prioritization:

- **Streamlined, practical, meaningful, value-added** approach
- Knowledge of current **culture** and adapted **strategy**
- Ongoing and **evolving** as the situation changes
- Encouraging conversations to move **planning** ahead
- Maintaining a culture of **continuous improvement** despite the odds
- Realizing that... **it’s not perfect**
- Collecting **empirical evidence** now that may inform the “new normal”
- Understand and **trend spot** for future emergency situations
- **Document** to inform
- Listen actively and respond to **stakeholders**
- Reevaluate and assess **current practices**
- **Best serve students** and continue teaching and learning
Assessment Committees:
- Collect Data
- Modify Processes
- Report

Faculty (Now) Teaching Online:
- Modify Outcomes if Needed
- Assess Course Outcomes
- Measure Student Performance
- Document Student Achievement

Pandemic Preparedness Task Force:
- Ensure Health and Safety, Prioritize and Coordinate Efforts
- Continuity of Student Learning
- Address Emergent Needs of Students, Faculty, Staff

Organizational Response Structure

- Leadership
- Communication
- Documentation
- Adaptability
- Cooperation
Field Notes From the Community College: Procedural Updates

• SUNY COVID-19 Assessment Guidance (April 13th)
• Changed workflow patterns
• Continuity of process without drastic interruptions or major variation but modify as needed based on our local and diverse needs
• Ensuring that a culture of assessment is still robust
• Continuing committee meetings remotely (shared governance)
• Developing a systematic way to share stories and experiences through reporting (modifying documentation forms and expectations)
Field Notes From the Community College: Remote Teaching Updates

- Submitted Academic Continuity Plan, which varied by course
- Worked directly with academic advisors, division and college leadership
- Revisiting course outcomes, adjustments to grading, assessments and evaluation
- Communicating all changes to students with clear and intentional objectives
- Empowering students see and map connections, as well as practical applications of learning in a time of crisis (formative feedback)
- Flexibility, patience and empathy—we are all experiencing this in different ways
- Remain open-minded and patient, while championing resilience, and progress
Additional Considerations:

- Provide technology, remote access and support for assessment tools:
  - LMS
  - Shared Drives and Storage
  - Assessment Software
- Engage students and faculty through planned, meaningful, brief surveys
- Modify and adjust evaluation procedures as necessary
- Maintain solid assessment of outcomes
- Arrange efficient, clear and flexible options for documentation
- Value teamwork, diverse perspectives, clear/purposeful communication, and adaptability as the situation evolves
How does assessment change with the times?... 

...It supports and guides responsive change during these times!
How can SCoA help you?

Direct Support:

● Individualized Consultation
● Mock Accreditation Visits
● Webinars/Workshops for Members of Your Campus Community:
  ○ Reviewing Program and Course Learning Outcomes
  ○ Identifying Appropriate Methods of Assessment
  ○ Student Services Assessment
  ○ Documenting Assessment Efforts for Accreditation Reporting
  ○ Assessment in Virtual Learning Environments
  ○ Leveraging Technology to Conduct Meaningful Assessment
  ○ Developing/Maintaining a Culture of Assessment
How can SCoA Help You?

Resources:

- Rubrics to Assess Your Assessment:
  - Academic Program Assessment Rubric (SCoA)
    - Use this rubric to assess your program assessment process...
  - Institutional Effectiveness Rubric (SCoA)
    - Use this rubric to assess your institutional effectiveness...
How can SCoA help you?

Networking and Community of Practice:

- Regional Drive-Ins
- Certificate Programs:
  - Student Learning Outcomes Assessment
  - Institutional Effectiveness
- Community of Practice via Workplace

Need assessment assistance?
Contact Nicole at nicole.childrose@sunygcc.edu or Carol at cmv3@buffalo.edu
Resources

- SUNY Health Alert: http://suny.edu/health-alert
- SUNY Remote Learning Resources: https://innovate.suny.edu/covid19/
- SUNY Academic Programs: https://system.suny.edu/academic-affairs/acaproplan/app/
- Middle States: https://www.msche.org/covid-19/
- USDE: https://www.ed.gov/coronavirus
- The Academic Programs Team (David Cantaffa, Lenora German, Ann Hawkins, Fred Hildebrand, Dan Knox, Deb Moeckel, Lisa Montiel, Phil Ortiz, Angela Pagano, Susan Panetta, Laura Trottier): program.review@suny.edu and/or https://system.suny.edu/academic-affairs/acaproplan/app/find-your-campus-reviewer/
Questions?

Contact SUNY Council on Assessment:
Dr. Nicole Childrose, nicole.childrose@sunycgcc.edu
Dr. Carol Van Zile-Tamsen, cmv3@buffalo.edu
Dr. Kathleen Landy, landy@cornell.edu