Survey Report
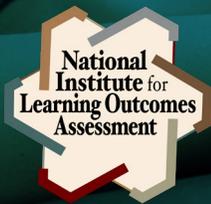
Pandemic Insights to Shape a Better Future

Assessment for Teaching, Learning, Equity, and Student Success

In partnership with

National Institute for Learning Outcomes Assessment

Jankowski, N. A. and Bheda, D. (2022, March 22).
Pandemic insights to shape a better future: Assessment for teaching, learning, equity, and student success. **ExamSoft.**

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Executive Summary

Teaching and learning throughout the pandemic has been filled with constant shifts and changes—to educational mediums, learning environments, policies and protocols, and relationships within education. While there was social distance, there was a shared experience throughout higher education—of adaptation and pivoting—to continue the teaching and learning endeavor. At the end of September 2021 through October 2021, a survey was conducted by Dr. Natasha Jankowski, former executive director of the National Institute for Learning Outcomes Assessment (NILOA) and Dr. Divya Bheda of ExamSoft Worldwide LLC, in partnership with Dr. Gianina Baker of NILOA. The purpose of the survey was to explore what could be learned from the various shifts and changes to assessment-related processes and practices undertaken in response to COVID-19 in order to inform the future of assessment. Higher education colleagues were invited to share their experiences and help imagine the future of assessment. Over 800 responses were collected and analyzed. Respondents spanned all roles in higher education—students, staff, faculty, administrators and leaders of various capacities including assessment—as well as all institutional types. This report provides insights as well as ideas to explore as higher education moves forward and the future of assessment is shaped.

Our report serves two functions. First, it serves as a means to share high-level findings and responses to the survey. Second, it serves as a guide to planning and ideation around the future of teaching, learning, and assessment; informed by the responses and what was learned from the findings. As such, it is divided into two main sections: findings and imagining a new future. Throughout 2022, readers are invited to participate in a series of discussions and thought papers on the ideas presented in the report.

Key Takeaways

1. The common experience was that of change, but what was experienced differed by <u>one's role within the institution</u>.
2. The majority of changes were reported at the classroom level and were most likely to be (a) modification and/or redesign of classroom assignments or assessments, (b) flexibility in submission deadlines, and (c) use of proctoring or remote proctoring software.
3. Respondents reported that almost all learning experiences, whether within classrooms or out of them, were negatively impacted.
4. Respondents indicated that the most trusted sources of learning evidence from the pandemic were presentations, portfolios, and capstones. The least trusted source of evidence of learning was standardized tests.
5. Assessment processes were reported as being changed through (a) modifying assessment reporting and/or questions and (b) changing timing of submission of assessment reports.
6. Assessment continued to play an important role, with minimal loss of assessment staff reported.
7. Respondents reported a collective feeling of fatigue, tiredness, and cautious optimism.
8. Faculty and administrators were the most commonly reported current partners for advancing continuous improvement of teaching and learning through assessment. Diversity offices, student affairs, students and alumni, and employers were less commonly reported as current partners.

Learning Impact

The top 4 learning outcomes reported as **negatively** impacted:

1. Oral Communication
2. Teamwork
3. Civic Engagement
4. Applied and Integrative Learning

The top 2 learning outcomes reported as **not impacted**:

1. Disciplinary-Specific Knowledge/Concepts
2. Quantitative Literacy or Reasoning

The top 2 learning outcomes reported as being **positively impacted**:

1. Social Justice (Equity and Inclusion)
2. Information Literacy

Imagining a New Assessment Future

Survey respondents agreed that there should be more student involvement, equitable practices, and opportunities with designated time for partnerships with others throughout institutions of higher education. Throughout this year, ExamSoft Worldwide LLC will engage with the field on a series of topics that need to be addressed, explored, and/or remedied in order to build a new assessment future. We hope you join in the co-creation of what is possible.

The top 5 issues in need of further exploration and attention in 2022-2025 include:

1. Reimagining the role of students in assessment.
2. Clarifying the relationship between cheating, proctoring, and assessment.
3. Using technology in support of learning.
4. Engaging trusted evidence sources in valid data use.
5. Strengthening faculty assessment knowledge.

Pandemic Insights to Shape a Better Future: Assessment for Teaching, Learning, Equity, and Student Success

At the end of September 2021, three scholar-practitioners came together to disseminate a survey that explored the landscape of higher education assessment practices and COVID-19's impact on the teaching and learning experience. Building on work done in a [survey the year prior](#), Dr. Natasha Jankowski, former executive director of the National Institute for Learning Outcomes Assessment (NILOA) and Dr. Divya Bheda, ExamSoft Worldwide LLC, in partnership with Dr. Gianina Baker of NILOA, sought to understand the lived experiences and perceptions of our higher education colleagues to help inform the future directions of teaching and learning in higher education. Over 800 respondents shared their experiences, allowing us to imagine a future of assessment. Information on the instrument, analysis, and respondents may be found in the Appendix[1].

This report provides findings and ideas to examine and pursue as higher education and assessment move into the future. Our report begins with an overview of changes made throughout the course of pandemic instruction, followed by data on learning loss, and concludes with an invitation to reimagine and shape the future of assessment in meaningful and equitable ways.

Change Was the Norm.

Teaching and learning throughout the pandemic has been constantly shifting and changing. Educational mediums, learning environments, policies and protocols, and relationships among members of the educational community have been evolving and shifting, as have assessment practices. While how the higher education community dealt with the pandemic may differ, the common thread across all experiences has been that of change—of needing to adapt and pivot quickly and effectively while trying to assure safety, learning, and success for all.

Policy and procedural changes. At an institutional policy and process level, only 32% of respondents reported making no changes. Figure 1 provides an overview of the percentage of respondents that reported each change. Most institutions made two changes together: (1) going test optional or removing tests for admissions and (2) broadening pass/fail or extending/delaying withdrawal/incomplete option deadlines for students.

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[1] A total of 838 survey responses were received which resulted in 786 cleaned responses for analysis. Survey responses were linked with IPEDS data, where applicable, and analyzed for statistically significant differences by Carnegie Classification of institutional type (i.e., associate, baccalaureate, master, doctoral, and specialized) as well as control (i.e., public, private, or for-profit institutions), and minority-serving status. Further, responses were analyzed for statistically significant differences by respondent audience (i.e., administrator/leader, assessment professional, full-time faculty, part-time faculty, staff, and student). Throughout the report, statistically significant differences of note are presented in call out boxes entitled Significant Findings.

While the changes reported to pass/fail policies and test optional [admission requirements](#) may be temporary, given they arose as a response to COVID, they do serve to raise questions on why certain policies or requirements are in place, who within the institution makes decisions about such policies and practices, what purpose they serve and for

Figure 1. Percentage of respondents reporting changes at the institutional policy and process level

whom, and the impact such policies have upon students. These questions need exploration as the future of education and assessment is considered and the "new normal" decided for the field.
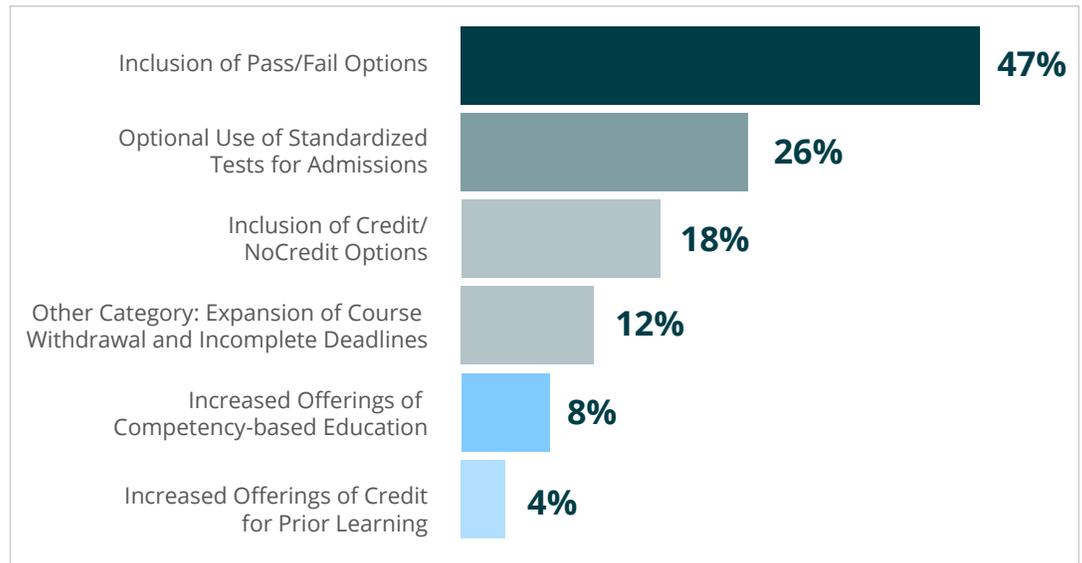
Course Evaluations. Much like the questions raised regarding policy and procedural changes, conversations on the use of course evaluations as a tool for instructional improvement, discussions on which questions to include, and the role of course evaluations in promotion and tenure unfolded in the field. In our survey, changes to course evaluation questions or use were reported by 44% of respondents, 56% responded that no changes were made to course evaluations. Overall,

- 33% of survey respondents reported modification of questions on course evaluations
- 22% reported changes to the use of course evaluations for formative as opposed to summative purposes

Analysis of text responses from the selected option of "other" indicate that a majority saw a change in modality of delivery of course evaluations—from paper-based to computer/online completion. Additionally, some text responses also indicate that changes to course evaluation questions were made to align with and capture COVID-19 related online instruction delivery changes.

While the [efficacy of course evaluations is debatable](#), the potential to use student course evaluations to improve teaching through providing timely feedback to inform next term instruction should not be overlooked. Conversing with students to determine what worked or did not for different students' lived situations, or even which assignments were most valuable to students' attainment of desired learning outcomes can help provide meaningful information to advance learning and refine teaching approaches.

- 32% of part-time faculty and 15% of full-time faculty reported that course evaluations were used for formative as opposed to summative purposes.

- 29% of doctoral institutions and 15% of baccalaureate degree-granting institutions reported modification to questions on course evaluations.

- 25% of doctoral institutions and 9% of associate degree-granting institutions reported changes to the use of course evaluations to formative from summative purposes.

Programmatic and Institutional Assessment. Seventy-two percent of respondents indicated changes to programmatic and/or institutional assessment processes and practices occurred. The majority of respondents reported more than one change. In order of most to least prevalent, the reported changes were:

- Modification of assessment reporting processes and/or questions: 47%
- Changes to timing of submission of assessment reports: 45%
- Changes to assessment-related roles and responsibilities: 30%
- Loss of assessment-focused staff: 16%

The amount of reported change depended in part on one's position within the institution (Figure 2) [2].

	Administrator	Assessment Professional	Full-Time Faculty	Part-Time Faculty	Staff	Student
Changes to Timing of Submission of Assessment Reports	42%	49%	31%	29%	32%	44%
Modification of Assessment Reporting Processes and/or Questions	39%	49%	31%	57%	41%	44%
Loss of Assessment-Focused Staff	15%	16%	10%	7%	16%	22%
Changes to Assessment-Related Roles and Responsibilities	29%	26%	20%	25%	34%	33%

Figure 2. Percentage changes to programmatic and/or institutional assessment by audience.

Analysis of text responses from the selected option of "other" indicate flexibility, changes, and limitations in what evidence was available and acceptable to demonstrate student learning—a natural and understandable outcome of COVID-19. Text responses also indicate a focus on making classroom and student learning assessment work in an online format. While assessment professionals may have one or several "asterisk" semester(s) in their longitudinal data, the experience did provide an opportunity to examine the structure, functions, and fundamental goals of assessment (Kinzie, 2020), even providing a return to assessment basics embedded in teaching and learning as opposed to compliance-oriented processes and practices.

Classroom Assessment. The location with the most reported changes was that of the classroom with 92% of respondents reporting changes. The most commonly reported changes included modification or redesign of classroom assignments or assessments. However, the majority of respondents indicated more than one change in their responses, coupling assignment modification with flexibility in submission deadlines, accepting alternative assignments, and using proctoring or remote proctoring software. For an overview of the various changes reported, see Figure 3.

[2] Of note, nine students completed the survey. While their responses are included here, they were not included in the statistical analysis for significant differences between audience types and we caution drawing inferences from the data table about student experiences.

Within institutions, it is not clear if or how changes were tracked to ensure consistency in student experience across courses. Administrator respondents commented that they were unsure what was happening in the classroom because changes to the classroom assessment experience were left to individual instructors, nor were such changes routinely collected or expected to be reported/documented. Further, faculty reported being unsure what their colleagues in other courses were doing. This may imply that the student experience from course to course was vastly different with some courses offering flexibility, others not, or even requiring different technology options and solutions to remote teaching, learning, and assessment, leaving students to navigate differences class by class. Such potential variability in technology needs, assessment policies, and faculty approach could lead to student confusion, opportunities for misunderstanding, and undue stress. While institutions are developing response plans to future crises or learning pivots, it is beneficial to ensure that policies are in place to safeguard a common student experience and requirements for learning.
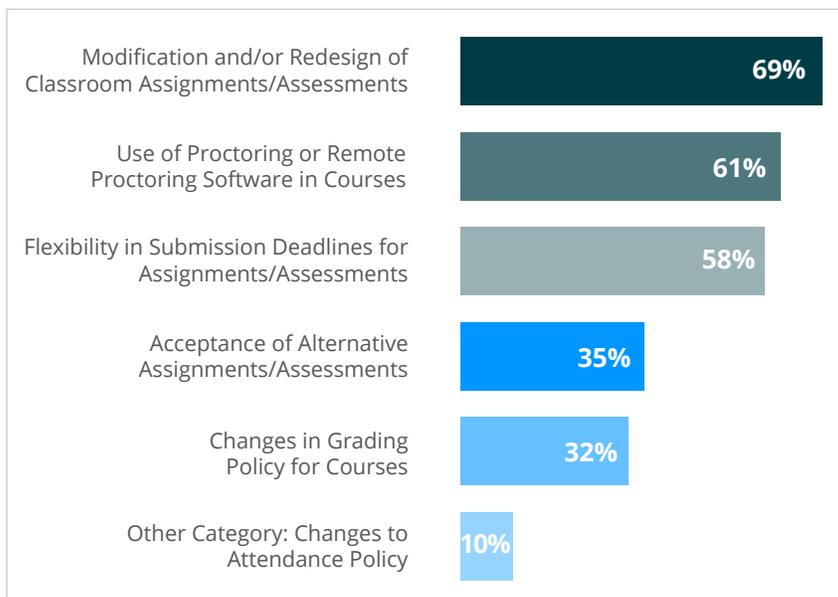

Figure 3. Percentage of changes made to classroom assessment.

Impact on Learning

With so much change, transitions, and constant pivoting as part of pandemic learning, there is general agreement in higher education that learning was impacted and likely negatively impacted. While there is debate as to how much or what that "loss" might entail (McKenzie, 2021), respondents were asked to share their perception of the pandemic impact (whether positive or negative) on different learning environments and spaces as well as learning outcomes. What was clear across all respondents (both in the U.S. and internationally) was that learning environments and learning outcomes were negatively impacted.

Out-of-Class Learning. The reported impact on out-of-class learning was resoundingly negative. The experiences that were reported as most negatively impacted were internships/

- 71% of part-time faculty and 55% of full-time faculty reported modifying or redesigning classroom assignments

- 58% of administrators, 49% of full-time faculty, and 36% of part-time faculty reported use of proctoring software in courses

practicums, clinical experiences, study abroad, and service/learning and volunteering. Options for students to participate in study abroad and internships were put on hold, and other opportunity options narrowed.

While some students lost their opportunity to study abroad, or were accepted for an internship that never happened, technology options did emerge through simulations for labs, virtual internships, and armchair international travel. However, with issues in technology access as well as time required for such activities, it is unclear the impact these technology options had on student experiences, or which students may or may not have had access. Ensuring that all students have the supports needed to participate in learning experiences of import to higher education, regardless of situation, will help to ensure our espoused values align with practice.

Course-Based Learning. Survey respondents reported that course-based learning experiences were also negatively impacted (Figure 4) including labs (which were difficult to pivot to remote instruction), lecture, applied learning, class discussions, and group work. Somewhat positively reported impacts were undergraduate research, project-based learning, and assigned readings.

With the pivot to remote instruction and ongoing pandemic, faculty and staff were consistently stretched thin. Without the time to create online courses with intentional, instructional design to embed meaningful engagement with course materials and other classmates in online formats, it is not surprising that class discussions were reported as negatively impacted along with group work. Further, given the variety of and intersecting nature of students' lived experiences and beyond education requirements, finding time for group work was challenging. However, with modifications of

- 60% of specialized institutions (which includes medical schools) and 52% of faculty reported negative impacts to clinical experiences.

- 25% of Minority-Serving Institutions and 18% of Predominantly-White Institutions reported negative impacts to student employment.
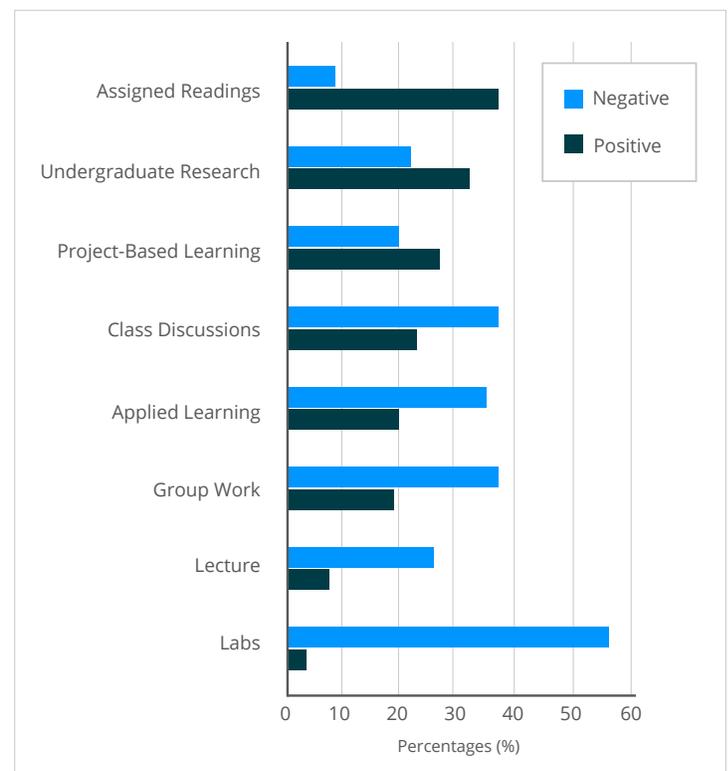

Figure 4. Percentage of reported impacts on course-based learning.

- 41% of private institutions and 33% of public institutions reported negative impacts to applied learning

- 64% of private institutions and 54% of public institutions reported negative impacts to labs

- 40% of private institutions and 25% of public institutions reported negative impacts to co-curricular activities

- 43% of baccalaureate degree-granting institutions and 27% of doctoral institutions reported negative impacts to co-curricular learning

- 32% of doctoral institutions and 17% of associate degree-granting institutions reported negative impacts to undergraduate research

assignments reported previously, there was an opportunity to provide project-based assignments focused on merging students' lives with course requirements while addressing timely national and international issues. Even so, not all audiences experienced the same negative impacts (Figure 5).
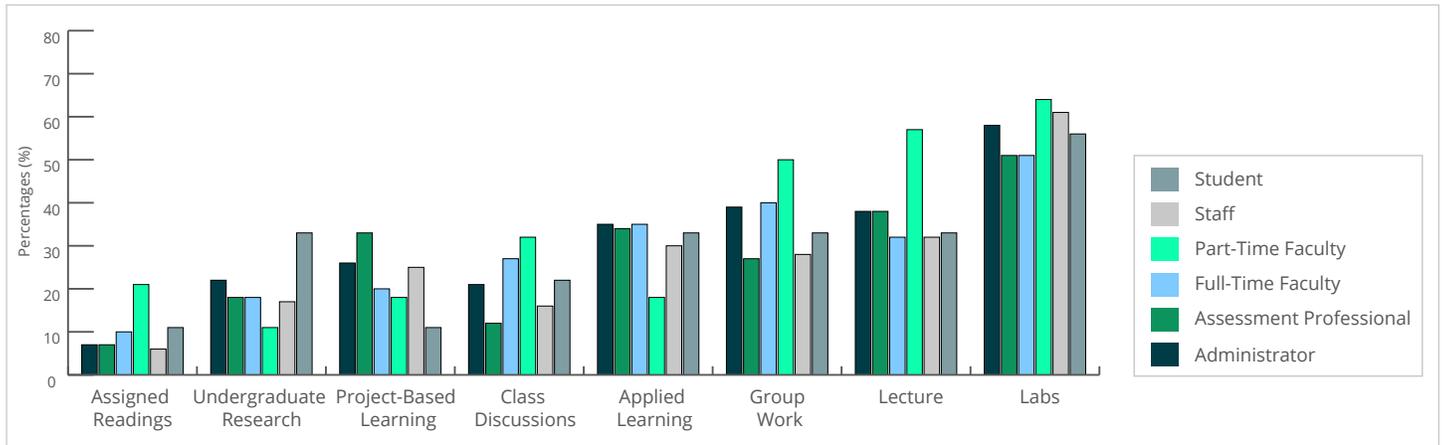

Figure 5. Percentage of reported negative impacts to course-based learning experiences by audience type.

Learning Outcomes

Given the reported negative impacts by respondents in the learning environment coupled with remote instruction, political strife, and elevated inequities, it is likely that learning was negatively impacted. Previous studies indicate COVID-19's negative impacts on academic integrity, learning outcomes, etc. In our survey, respondents were asked to indicate, based on their perceptions and/or experiences, whether a particular learning outcome was negatively impacted, not impacted, or positively impacted. Essential Learning Outcomes and 21st Century skills were used as the common outcomes of interest. See Figure 6 for responses.

The top 5 learning outcomes reported as **negatively impacted** included:

1. Oral Communication
2. Teamwork
3. Civic Engagement
4. Applied and Integrative Learning
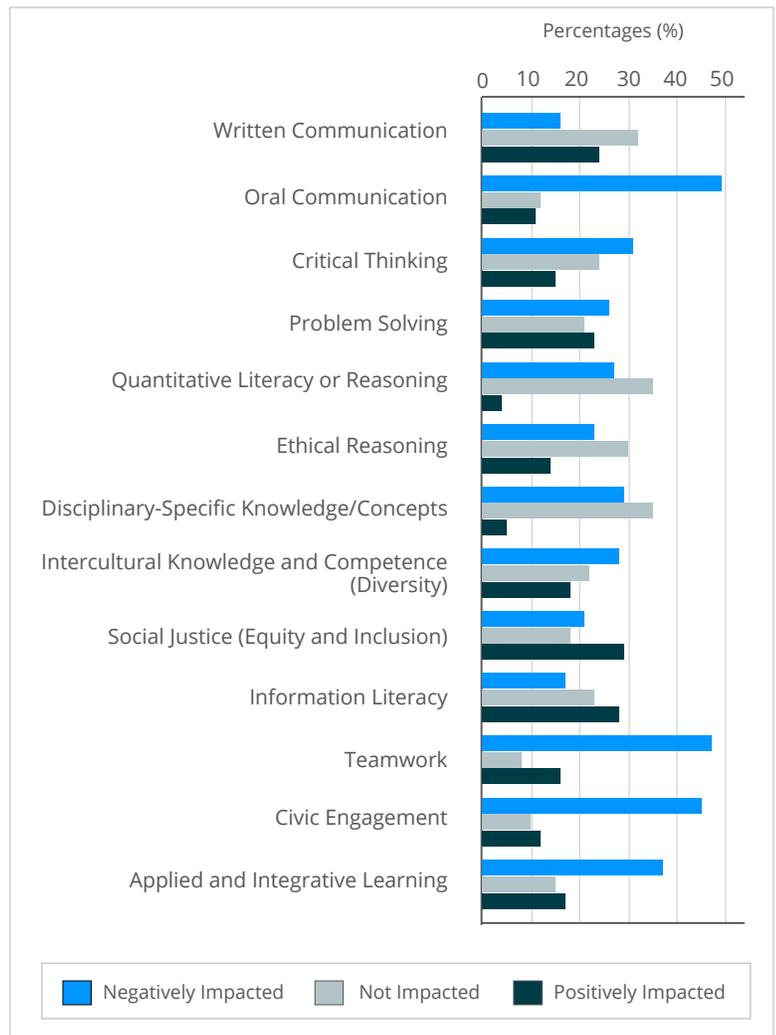5. Critical Thinking

Figure 6. Percentage of reported learning outcomes impact.

The top 4 learning outcomes reported as **not impacted** were:

1. Disciplinary-Specific Knowledge/Concepts
2. Quantitative Literacy or Reasoning
3. Written Communication
4. Ethical Reasoning

The top 4 learning outcomes reported as being **positively impacted** were:

1. Social Justice (Equity and Inclusion)
2. Information Literacy
3. Written Communication
4. Problem Solving

- 55% of baccalaureate degree-granting institutions, 53% of Minority-Serving Institutions, and 46% of Predominantly-White Institutions reported negative impacts to civic engagement

- 38% of associate-degree granting institutions reported a positive impact on information literacy

Of the respondents who added "other" text-based outcomes to consider as impacted, a majority added academic integrity and technology skills. Respondents raised concerns that technology skills were negatively or positively impacted, depending on the skill set of the student coming into the remote learning experience. This was shared as being due to using the online medium and tools to educate students, but not educating students on the medium and online tools itself. Further, respondents raised concerns of responsibility and ethical considerations of academic integrity for students as learning outcomes that needed to be taught and addressed.

Negatively Impacted	Private Institutions	Public Institutions
Problem Solving	33%	24%
Applied and Integrative Learning	47%	36%
Discipline-Specific Knowledge	36%	28%

What Evidence Sources Can Be Trusted?

The question is raised, how does one know that learning was negatively impacted? What evidence can be trusted about what students know and can actually do throughout this time? To help inform conversations on which evidence sources might be best suited to determine levels of learning and provide means to advance students in their learning journey, our survey asked respondents to rank from best to least the sources of evidence they believe most accurately captured student learning from throughout the pandemic (Figure 7).

Best

1. Presentations/Video Recordings
2. Portfolios
3. Capstone

Medium

4. Essays/Papers
5. Group Projects
6. Faculty-Developed Exams
7. Discussion Boards

Least

8. Quizzes
9. Game-Based Learning
10. Classroom Participation
11. Standardized Tests

Figure 7. Ranking of evidence sources from best to least.

The above data reflect the respondent choices based on the options provided on the survey. Four percent of respondents added their own evidence sources that they relied on beyond the options provided. Simulations/practica/performance-based observations and reflection assignments were the noted additions. Further, faculty respondents rightfully added two key points in their responses that are of value for any educational activity or assessment: implementation and alignment.

1. Faculty stressed that each of these evidence sources (from presentations to standardized tests) and their subsequent ranking depends on context: how well they are implemented, intentionally designed, and constructed?

2. Faculty further stated that even if well implemented, if not aligned, the sources of evidence are not particularly better or worse on their own. The value lies in how and when they are used, such that evidence must be well aligned with what they are trying to discern about student learning to be of value.

Thus, the survey responses regarding the evidence sources that most accurately captured student learning during the pandemic implicitly included these caveats as inferences are made. I.e., a presentation could be poor evidence of student learning while a standardized exam could be sound evidence of student learning depending on the above factors.

While there was general agreement on the ranking of sources across respondents, some differences emerged between assessment professionals and faculty regarding their top 3 and bottom 3 choices. Assessment professional respondents identified their top 3 sources of evidence as portfolios, capstone projects, and presentations/video recordings, with their least accurate sources of evidence as standardized tests, classroom participation, and game-based learning. Faculty, both full- and part-time, reported that their top 3 choices were presentations, faculty-developed quizzes or exams, and classroom participation, while their choices for least accurate sources were standardized tests, capstone projects, and game-based learning. That faculty included classroom participation in their top choices while the aggregate responses and assessment professionals included that evidence source in the bottom 3 may be a point of disconnect to address moving forward. In addition, assessment professionals identified portfolios as the best source of evidence followed by capstone projects, while faculty placed portfolios in the mid-range and capstone projects at the bottom of the ranking. This difference is of note and must be explored in conversations on evidence of learning between faculty and assessment professionals.

Partnerships For the Future

Respondents were asked to share with whom they currently partner in order to advance continuous improvement through assessment. Faculty were reported as the most common partner at 70% with administrative leaders reported at 61%, followed by institutional research or institutional effectiveness at 53% (Figure 8). Students, arguably a key partner in assessment, were indicated as current partners 49% of the time while centers for teaching and learning, which may serve as a bridge between assessment and faculty understandings, were listed by 44% of respondents.

Depending on the audience or role within the institution, respondents reported, at the time of the survey, currently partnering with different units throughout an institution. For instance, 64% of assessment professional respondents identified institutional research/institutional effectiveness as a current partner, but only 37% reported partnering with students. Further, while learning unfolds regularly within student affairs functions and a robust history of assessment is found in student affairs, only 50% of assessment professional respondents reported partnering with student affairs to advance continuous improvement through assessment.
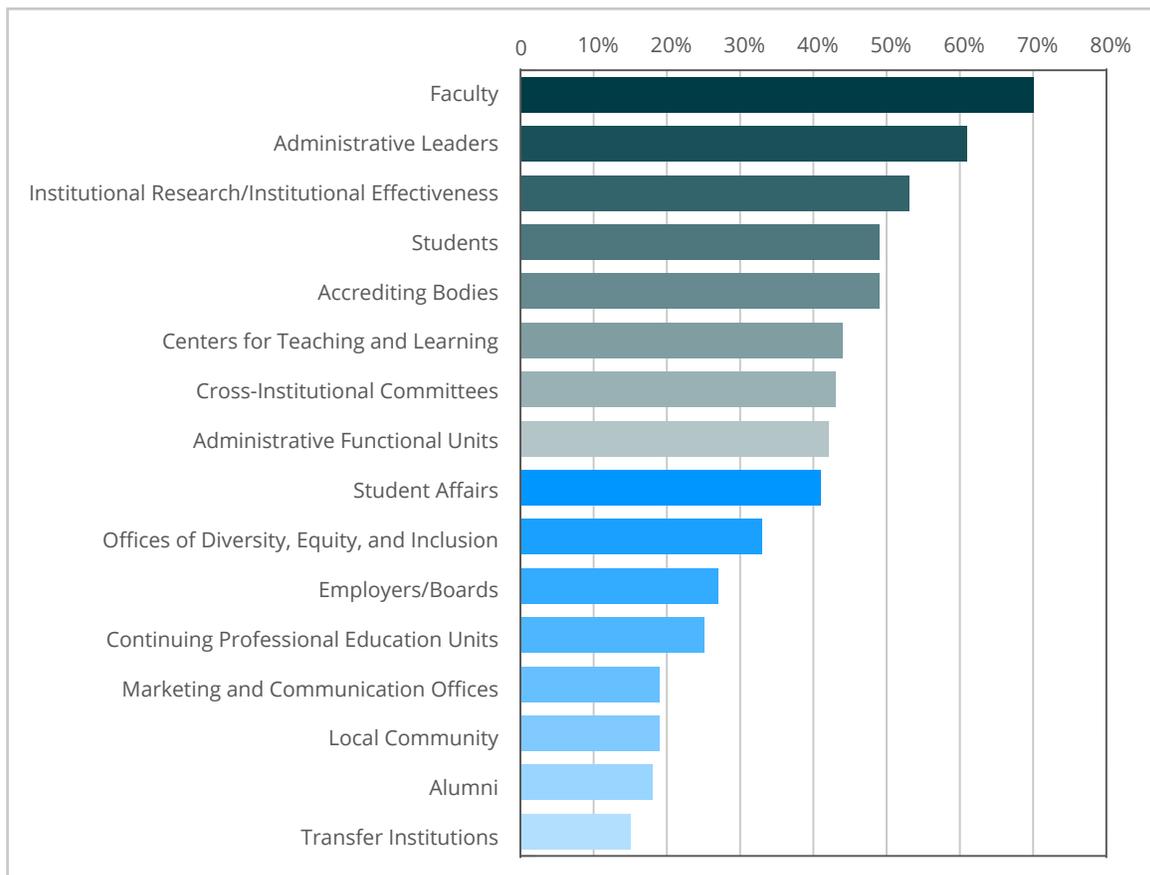
Figure 8. Percentage of current partners to advance continuous improvement.

Half of full-time faculty reported partnering with administrative leaders. Interestingly, 43% of part-time faculty reported partnering with cross-institutional committees while only 32% of full-time faculty reported the same. This may indicate that the knowledge of part-time faculty is underutilized institutionally or not often engaged in partnership with full-time faculty, but there are various contract issues and related reasons at play. Of interest, 46% of assessment professionals reported partnering with centers for teaching and learning. What is less clear and not captured in this data is if everyone within an institution believes or acts/feels as though they are working in partnership with one another or are clear on what that partnership entails as it relates to assessment and continuous improvement.

Some partnerships appear to follow the form, function, and mission of institutions. For instance, 57% of private institutions to 47% of public institutions reported students as current partners and 80% of privates reported faculty as current partners to 69% of public institutions. On the other hand, 20% of public institutions reported partnering with transfer institutions to 7% of private institutions reporting the same partnership. Further, 28% of associate degree-granting institutions reported currently partnering with local communities and employers (38%).

Across the respondents, opportunities exist to work more closely in meaningful partnership with current partners as well as forge new relations with diversity, equity, and inclusion offices, communication offices, alumni, employer groups, continuing professional education units (which may be an excellent connection point to bridge prior-learning assessment and institutional assessment expertise), community, and transfer institutions.

Given that the ongoing pandemic learning experience was reported as different depending on one's role within an institution of higher education, the need to consider partnerships throughout the institution is paramount. With the prior example of evidentiary disconnect between faculty and assessment professionals on what the best sources are to glean student learning, partnerships moving forward may involve co-identifying preferred evidence sources as well as re-imagining and collaboratively reshaping the in- and out-of-class learning experiences.

Imagining A New Assessment Future

As we look to the future of assessment, teaching, and learning, one thing is clear — the future will be created by people, and as Rebecca Hong and Kara Moloney stressed in their 2020 paper, it will not be a return to normal. The people in assessment roles and working in partnership with assessment professionals have been through an incredibly difficult time. The word cloud (Figure 9) shares the responses from the final question in the survey: How are you feeling during this time? Respondents reported being fatigued, overloaded, exhausted, tired, frustrated, and vulnerable. But they were also hopeful, cautiously optimistic, and grateful.

Responses indicate that despite the stressful, lived reality of the pandemic, the higher education community is embracing change and is open to possibilities that can make a positive impact on student learning and success.

Figure 9. Word cloud of respondent feelings.

A Way Forward

In this next section of the report, we provide a series of considerations for how, as a field, we might proceed with cautious confidence in partnership to make a better assessment future informed by pandemic lessons.

What might this new future look like or who might be involved in crafting it? We invited respondents to indicate their agreement with a series of statements that focused on what higher education should be doing. Some of the statements include long standing values of assessment, reflective of principles created in 1992 by AAHE still relevant today. Others are aspirational and reflective of conversations that have been unfolding prior to and throughout the pandemic. The 11 statements were intentionally loaded to help move into a conversation about why higher education is not engaged in such practices and what we need to do differently moving forward to align practice to values. As indicated in Figure 10, there was general agreement with the various statements, but practice has yet to realize the potential these statements offer. As a way forward, we present three broad themes across the 11 statements to discuss.
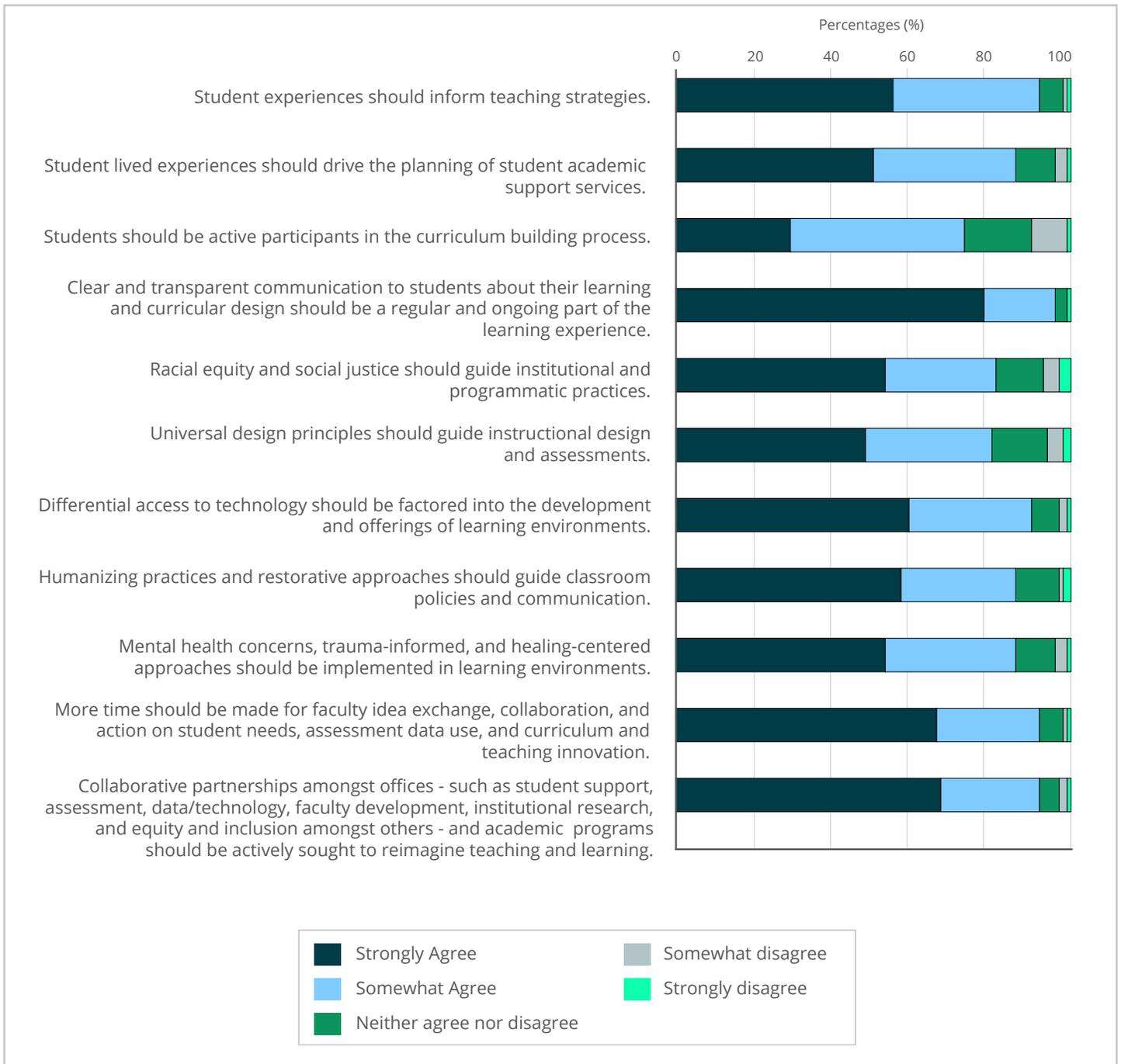
Figure 10. Percentage of agreement with statements on advancing student learning and success.

1. Collaboration as the key.

When "strongly agree" and "agree" responses are collapsed together, the importance of collaboration is clear: 92% of respondents indicated agreement that more time should be made for faculty idea exchange, collaboration, and action on student needs, assessment data use, and curriculum and teaching innovation. The same amount (92%) also marked agreement that various collaborative partnerships among offices and academic programs should be actively sought to reimagine teaching and learning.

What this might look like involves building community around a shared focus on teaching and learning. It means that in reconnecting with our institutions and one another, we do not engage alone, but create new communities and realities where we, together, actively explore:

- What might a future of community and collaboration look like in our context?
- What resources exist to help guide or inform our collective practice?
- What else do we need or should we focus upon moving forward in step with each other?
- Why have we structured our engagement with each other, our interactions, and our processes this way and does it meet our needs and the needs of our students?

Such a future may entail assessment professionals partnering more frequently with centers for teaching and learning as opposed to institutional researchers for instance. It may involve more actively engaging students as well (for instance Turos, 2020). But it is a reimagining of what is possible in higher education and how collaborations advance learning and success for our students.

2. Students at the center.

When asked about student experiences and student participation in teaching and learning, 92% of respondents indicated agreement that student experiences should inform teaching strategies, while 85% marked agreement that students' lived experiences should drive the planning of student academic support services. The highest collective response agreement was 96% of respondents agreeing that clear and transparent communication to students about their learning and curricular design should be a regular and ongoing part of the learning experience.

The importance of transparency, even in assignment design, has been well documented. In order to ensure transparency, students need to be involved to provide feedback and clarity on their experience and their understanding. Student involvement in educational assessment, though, seems to be an area of limited comfort. Only 73% of respondents indicated agreement, the lowest of all the statements, that students should be active participants in the curriculum building process. Yet, students are struggling and vulnerable - in need of support, involvement, and community - and student participation and a focus on students can benefit teaching and learning (Jankowski et al., 2021). This is particularly true for incoming students that are struggling through a distant high school experience. It would behoove us to apply principles of Democratic education to every step of creating an equitable, authentic, and meaningful educational experience—from program design and course planning all the way through graduation and post-graduation. Further, the ongoing pandemic experience has been far from an equitable one for students (and staff). Placing students at the center of curricular and assessment efforts is a step towards addressing inequities and engaging in restorative processes and practices.

3. Equity as the driver.

While still high in agreement, future-focused statements about equity work were the least agreed upon by respondents. The statement respondents most agreed with was that differential access to technology should be factored into the development

and offerings of learning environments (90%). This is interesting considering the widespread recognition of [technology limitations](#) by student populations found across [various COVID-19 related surveys](#). Further, only 80% of respondents indicated agreement that universal design principles should guide instructional design and assessments.

In recognition of the inequitable experience of historically marginalized students and racial reckoning, 86% of respondents indicated agreement that humanizing practices and [restorative approaches](#) should guide classroom policies and communications, with 72% of Minority-Serving Institution respondents strongly agreeing with the statement. And while equity issues and [antiracism](#) rose to the forefront of attention during the pandemic, only 81% of respondents indicated agreement that racial equity and social justice should guide institutional and programmatic practices.

In light of growing awareness of [mental health](#), [counseling](#) needs, and [basic support needs](#) of students, 86% of respondents indicated agreement that mental health concerns, trauma-informed, and healing-centered approaches should be implemented in learning environments. Discussions on [healing-centered](#) and [trauma-informed](#) assessments are unfolding, in addition to [democratic assessment](#) that brings more voices and principles of democracy into the assessment process. The question is, how and in what ways will these conversations impact teaching and learning practices? If we profess a commitment to equity and student success, then agreement is needed on the values and orientations shaping the creation and delivery of our educational experience for our students.

Co-Creating New Directions

While this report provides an overview of the survey responses, it also raises questions that need additional dialogue and examples from practice. Throughout this year, ExamSoft Worldwide LLC will engage with the field on a series of topics that need to be addressed, explored, and/or remedied in order to build a new assessment future. We hope you join in the co-creation of what is possible. Before we list the top 5 strategic 2022-2025 issues in need of further exploration and attention by the assessment community, we share advice and tips from survey respondents on changes they want to keep moving forward.

Advice and Tips to Keep

In our survey, we asked respondents three open ended questions: (1) What tips, innovative practices, or strategies should be carried forward to advance assessment practice and/or student learning, (2) what issues, if any, kept respondents up at night when thinking about assessment and student learning, and (3) what changes should be carried forward as routine practice?

1. **The need for flexibility:** Overwhelmingly, across all responses, the theme of flexibility arose. Flexibility in offering multiple assessment formats and modalities for diverse students to demonstrate their learning. Flexibility in changing graded courses to Pass/Fail. Flexibility in assessment submission deadlines to honor students' lived realities and needs. Reflective and critical responses delved into the need to rethink why we enforce and uphold so many rules — ways of teaching, assessment expectations, policies, etc. — that may not serve student equity and success nor advance or accurately capture student

learning and competence/professional readiness. Flexibility in teaching and learning modalities and creating nimble and hybrid learning environments that are then more equitable and conducive to maximizing the success for all students was a constant desire.

2. **Committing to students:** Student success and equity were also recurring themes. Across a majority of the responses, a rethinking of what was important to student learning and how to authentically and realistically capture that learning via assessment was the focus. The desire for assessment to be more equitable and for students to be better supported for success inside and outside the classroom, by faculty and support staff, in-person and virtually, was shared. For example, going test-optional in relation to standardized entrance/admission tests was shared as respondent commitments to equity that needed to continue post-pandemic. Putting Maslow's before Bloom's and recognizing the whole humanity and lived experience of the student, and how all of that impacted their learning journey and their performance on assessments were factors respondents believed needed to be actively sought out and considered by educators.

3. **Supporting students:** Formative assessment and check-ins were recommended as a commitment to additional and intentional support for and communication with students. Access to technology and tools, and the diminishing ability to succeed within current structures and expectations for students who are caregivers or working multiple jobs or who have other life responsibilities and/or limitations such as no technology or internet were raised as critical to rethinking our approach to assessment and instruction. At the same time, making instructional resources available to students asynchronously and rethinking what is really important for students to know and be able to do in a digital age where information is often at students' fingertips when thinking about assessment and long or closed-booked exams were raised.

4. **Tackling Tensions:** A few tensions bubbled up to the surface across responses. While a number of respondents described increased experiences of cheating and/or the increased need for proctoring, others indicated a need to move away from the same for equity reasons. Respondents also shared wanting to go back to the way "things always were" with no changes for better student learning, while others stressed the importance of moving to a "new normal" that incorporated the latest modalities, formats, and technology tools for learning and assessment because it would better support student equity and success. Tensions between administration/leadership decisions around resource allocation, prioritization, and offered training/support vs. the challenging lived reality of faculty and staff in terms of their constant adaptability, need to keep up with technology tools, and the professional development and support needed for the same also arose. Faculty affirmed the need for authentic assessment that was relevant to student professional readiness and aligned with discipline-specific competencies. A need for professional development related to building scaffolded curricula and programs and robust, meaningful assessments that captured deeper learning and application rather than basic understanding and recall was expressed.

5. **Becoming Better Educators:** Our survey asked respondents what the scope of their professional development needs were as an open response question. There was a wide spread of answers. The most common professional development need was training around diligent and robust, effective, and meaningful technology use. Building capacity related to diversity, equity, and inclusion and embedding that in the teaching and learning environment was also shared. Additionally,

professional development in every aspect of being a strong educator was requested. Everything from curricular design and scaffolding, alignment and competency-based outcomes/education development, building more effective and impactful pedagogy/andragogy skills, evaluating and strengthening assessment quality to offer more equitable assessments — including design practices, item writing, professional competencies alignment, and data analysis and visualization — to the latest in the field on every topic was desired. Better ways to communicate with students, building more equitable policies and processes, examples and preparation to lead and innovate and manage projects was also a need expressed. The desire to learn to be a better educator for student learning and success was the common theme.

Top 5 Opportunities

If collaboration, placing students at the center, and addressing inequities are the drivers of assessment work moving forward to ensure that assessment advances rather than impedes student success, then we propose the following 5 areas as strategic priorities for the field of assessment to address between now and 2025. Each are briefly presented here, not as solutions, but as entry points to further conversations, actions, and examples to ensure that practice aligns with espoused values.

Strategic Priority 1: Reimagining the role of students in assessment.

There was strong agreement on the need to involve students and/or consider their experiences in the teaching and learning process. Throughout the pandemic, attention was placed on seeing and supporting the whole student while engaging with compassion. Students expressed a need for connection driven in part by Zoom fatigue. Incoming students from K-12 now have a different relationship and connection to education coupled with learning loss and longer-term impacts on learning and readiness — learning losses that were especially poignant for students of color. Assessment in higher education needs to prepare to support *all* students and not just incoming students: 52% of current students from a student voice survey indicated that they learned less during the pandemic. With students, equity, and collaboration driving assessment efforts, how might assessment professionals advocate for a holistic view of learning throughout the pandemic? Is there a role for assessment to ensure that learning is captured and documented in a proactive manner on behalf of students, where assessment professionals advocate for students' learning as opposed to a reactive programmatic and institutional stance geared toward compliance and reporting? How might prior-learning-assessment-focused partnerships address equity issues and student-centeredness? How should assessment and assessment professionals support students throughout their educational journey? What role do students play in the curricular, instruction, and assessment design processes? All of this must be considered and addressed.

Strategic Priority 2: Clarifying the relationship between cheating, proctoring, and assessment.

While there is ongoing debate on cheating regarding how much occurs and the role of assignments or student beliefs for preventing or fostering cheating — beyond exam design or supporting more authentic assignments, the field of assessment was largely silent on the matter. Faculty and administrators argued that cheating increased significantly during the pandemic. However, why and what constitutes cheating in a technology-infused age, how students perceive it, and how cheating is determined or decided remains unclear. How can we operationalize trauma-informed and healing-centered assessment when students report feeling surveilled and 62% of students believe that even with proctoring, those who want to cheat will find a way regardless? How can we resolve twin concerns for rigor and equity while ensuring the proctoring does not do more of the same in a different way? While there are a few who study and write on dilemmas of remote proctored exams and the ethics of online supervision technologies, assessment professionals were largely absent from remote proctoring implementation and discussions. Rigor, a staple in the operations of assessment efforts, was used to justify implementation, but limited support and training was provided to those making proctoring and academic integrity violation decisions. How can academic integrity be preserved in a restorative, student-centered way? What proactive faculty development around policies, processes, understanding proctoring technology's nuanced functionality and use, and/or empathic communication should be planned for and adopted to ensure proctoring does not have a traumatic effect on students? Further, what does the potential for false positives mean for the students' lived experience of being proctored? How can we make determinations of quality and rigor and trust evidence of learning and at what levels of assessment are such integrity checks really needed? If students and equity are centered, what role does the creation of equitable learning environments and student choice in monitoring of assessment demonstration play? These are the questions that we must grapple with and resolve if possible.

Strategic Priority 3: Using technology in support of learning.

Considerations regarding the advantages and challenges to using technology in or for assessments is also an important area for us to explore as educators. What is and should be the role of technology in teaching and learning and assessment? When is technology useful, when is it harmful, and when is it both? While the potential to document, record, archive, and indicate alignment of learning and evidence of learning is valuable, should technology options drive assessment, should assessment needs drive technology, or is some other approach desirable? How can we ensure accessibility and robust use of tools so that we yet again do not assess a student based on their familiarity with a tool rather than the learning we want them to demonstrate? Technology provided the means for virtual internships, for example, to capture experiences that would otherwise have been lost in the pandemic but would simulations or case-studies suffice? How can technology humanize learning? Or support mentorship and equitable opportunities online? What does inclusive online teaching and assessment entail? What are the do's and don'ts for technology and teaching to avoid negatively impacting learning and the student educational experience even as we attempt to capture equitable evidence of learning? These are questions to explore as we move forward in a digital world.

Strategic Priority 4: Engaging trusted evidence sources in valid data use.

Respondents ranked the top source of evidence of learning from throughout the pandemic as presentations/video recordings, and put standardized tests at the bottom of the list. What do such responses indicate about the types of evidence higher education could or should be collecting to measure student learning? How do we use evidence beyond reporting and compliance? What assessments provide evidence of demonstration while moving student success forward? While pandemic-related evidence responses included flexibility in grading or even students grading themselves as reliable evidence sources, options of pass/fail, and prolonged deadlines for incompletes and withdrawals, the general impression was that such shifts were temporary in nature. A more persistent discussion with implications for equity and assessment, is that of the move towards test optional admissions and general discussions on the role of testing in admissions and placement processes and practices. What role should different evidence sources play in educational choice processes? Similarly, questions persist around using trusted sources of evidence of learning equitably to enhance student learning: What data are routinely collected on students and more importantly what is done with it? What assumptions are examined in data collection and use? What new predictive models are needed that include equitable analytics? What data are valued and what assessment data resources and roles are privileged? What relationship, if any, does assessment have with grading and grades? As equity gaps increase, to what evidence or supports should higher education turn? These data elements and considerations must be explicitly mapped and planned for to create best practices around generating, handling, managing, and using data.

Strategic Priority 5: Strengthening faculty assessment knowledge.

At the onset of the pandemic, professional development for faculty was widely available for the pivot to remote instruction. Attention to assignment design, intentional curricular alignment, and clear and transparent communication to students on learning outcomes of interest took center stage. But systemic issues persist where training, support, and review and promotion policies and procedures do not align with the work of faculty in providing equitable learning experiences to students. What support is needed for faculty on trauma-informed and healing centered or inclusive assessment? What pedagogical ongoing support is required? While faculty and others questioned traditional teaching practices, more authentic assignments were created (including the creation of more authentic multiple choice questions), and the end of 3-hour exams was announced. More frequent low-stakes assessments took place, final exams were altered, and some faculty even embedded social justice into math courses. How can the field of assessment maintain a focus on faculty development to advance student learning and success via intentional assignment design and curricular alignment? What competencies do faculty need in their assessment practice so that assessment is aligned with teaching and learning? What competencies are required to ensure the curriculum is relevant and accurately captures student learning? How might graduate education better prepare future faculty for equitable hybrid teaching and learning and assessment? What best sources of evidence of learning should be cultivated in faculty's education practice to ensure equitable demonstration of learning? What the answers to these questions and more look like must be explored and defined robustly by the field.

A Call To Action

It is our hope that this report can serve as a reminder that there are agreed upon answers regarding what assessment should be doing moving forward. Further, there are examples in practice that need to be advanced at scale, because plenty of talking and research have already taken place. The time to move to action is now. In this report we outlined 5 areas of strategic need for the field of assessment to address as realized through the 3 principles of collaboration, students at the center, and equity as the driver. Assessment has long struggled with tensions between improvement and accountability (Ewell, 2009), but within those tensions are conflicts between student involvement in assessment and measurement principles; ongoing debates that pit equity and rigor against each other; and present flexibility as in opposition to standardization — all of which are set up as false dichotomies. But the work of assessing student learning is not tensions between alleged points of opposition, nor is it simply a reporting function. Assessment involves value-laden frameworks that inform teaching and learning, impacting students, educators, and institutions. In consideration of concerns on mental health, the state of democracy, and perpetuation of inequitable societal structures, what has yet to be fully addressed is the question: What should be the role of assessment in society? As Cavanaugh (2021) argues, there are important questions which higher education must address in order to rebuild over the next few years as we fully begin to accept and explore our pivotal and possibility-filled role in higher education. The answers to these questions and 5 areas of strategic action will in turn help us address, affirm, and finally define what assessment should truly be about as a profession and practice.

Appendix

The questionnaire was open for responses from September 2021 through the end of October 2021. Announcements about the survey were sent to various assessment-focused listservs including Student Affairs Assessment Leaders (SAAL), POD Network (POD), National Institute for Learning Outcomes Assessment (NILOA), Examsoft, Assessment Leadership Academy (ALA), and ASSESS. In addition to the listservs, organizations were invited to share the survey announcement via their newsletters including the Assessment Network of New York (ANNY), Association for Institutional Research (AIR), New England Educational Assessment Network (NEean), Virginia Assessment Group, LEAP Texas, American Association of Colleges & Universities (AAC&U), American College Personnel Association (ACPA), NASPA, Association for the Assessment of Learning in Higher Education (AALHE), Council for the Advancement of Standards (CAS), HBCU Collaboration for Excellence in Educational Quality Assurance (HBCU-CEEQA), and TxAHEA. An initial invitation announcement was sent along with one reminder and a final call for responses. A copy of the questionnaire is available on the NILOA website and at the end of this report.

A total of 838 responses were received. Data cleaning removed 3 responses that had indicated "no" at the start of the survey to approval to continue; 49 were removed due to lack of responses for 95% of the questions. Analysis was undertaken with the remaining 786 individual responses. Of the 786 responses:

- 39 were from international institutions
- 7 were from organizations/associations
- 693 were U.S. institutions
- 5 were from K-12 partners
- 42 did not list their affiliation

The total number of individual institutions that completed the questionnaire, when counting 1 response for multiple responses from similar institutions, were representative of 619 different institutions. Responses were received from institutions in all 50 states and Puerto Rico; all accrediting regions; and from the following countries: Albania, Australia, Canada, China, England, Grenada, India, Italy, Jamaica, Lebanon, Mexico, Philippines, Qatar, Singapore, South Africa, Spain, United Arab Emirates, and Vietnam.

Position	N=	Percentage
Administrative Leaders	229	29%
Assessment Professional	185	24%
Faculty (Full-Time)	256	32%
Faculty (Part-Time)	28	4%
Staff**	79	10%
Student*	9	1%

A1. Audience Types

Respondents ranged from undergraduate and graduate students to e-learning managers to professor emeritus to president of institutions - anyone who was connected with assessment. The range of respondents allowed for analysis by position within institutions of higher education to explore their experience and thoughts for the future.

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*Of note student respondents ranged from undergraduate to graduate students. Student voices are important and we did not want to engage in and perpetuate the erasure of student experiences and perspectives because of a small n. Thus, the nine students' responses were included in figures and analysis in the report. However, instances of statistical significance were excluded from reporting, and what was saved and presented were the responses of the 9 students in their fullest.

**It must be noted that a number of assessment professionals self-identified as staff.

To examine further differences in experiences and responses, responses that included an institutional name were matched with IPEDS data. Of the 786 responses, 694 had IPEDS data. Of those:

- 446 were public institutions
- 228 were private institutions
- 20 were for-profit institutions

Additional variables that were examined in analysis included Minority-Serving Institution status as well as institutional type. Categories of Carnegie Classification and the number of responses within each are presented in the table.

Response Categories	
Minority-Serving Institutions	178
Predominantly-White Institutions	516
Associate	182
Doctoral	210
Master's	179
Baccalaureate	62
Tribal	1
Specialized	60

A2. Response Categories

Survey Instrument

This survey is the intellectual effort of Dr. Natasha Jankowsi and Dr. Divya Bheda with thought leadership input from NILOA. The survey is under a Creative Commons license. If you would like to modify or directly use any questions from this survey instrument, please contact Dr. Jankowski: natasha.a.jankowski@gmail.com and provide a citation to the original survey in your work.

Purpose A variety of changes were made to assessment processes and practices in response to Covid-19 and the pivot to remote instruction. But which practices should be carried forward? How does assessment look different now? And what should be the focus of assessment moving forward? It is these questions that this survey seeks to address by considering the future of assessment, teaching, and learning.

Your participation in this research is completely voluntary. The questionnaire will take approximately 7-10 minutes to complete. The study involves no foreseeable risks, and you may exit at any point in time. Your responses will be confidential. Should you wish to view the questions in advance, please click here for an overview of the survey questions.

If you have any questions about this research project, please feel free to contact Dr. Natasha Jankowski, by email: natasha.a.jankowski@gmail.com

If you have any questions about your rights as a participant in the study or any concerns or complaints, please contact the University of Illinois Institutional Review Board at 217-333-2670.

Participation by clicking yes, you agree to participate in this survey.
- ☐ Yes
- ☐ No

Q1: What is your PRIMARY role? (Mark one)
- ☐ Administrator/Leader
- ☐ Assessment Professional
- ☐ Faculty (Full-time)
- ☐ Faculty (Part-time)
- ☐ Staff
- ☐ Student
- ☐ Other (Please Specify)

Q2: What is your current title? (Please type)

Q3: Institution Name (Please type)
Please note: no individual or institutional responses will be shared. Institution name is requested in order to link survey responses with IPEDS data for analysis on institutional variables such as size and type. If there is no institutional affiliation, please indicate N/A.

Q4: Pandemic Changes The following questions inquire about changes made to assessment related processes and practices over the course of the pandemic (from Spring 2020-Fall 2021). (Mark all that apply for each grouping)

a. Changes Made to Programmatic and/or Institutional Assessment
- ☐ None
- ☐ Changes to Timing of Submission of Assessment Reports
- ☐ Modification of Assessment Reporting Processes and/or Questions
- ☐ Loss of Assessment-Focused Staff
- ☐ Changes to Assessment-Related Roles and Responsibilities
- ☐ Other (Please Specify)

b. Changes Made to Course Evaluations
- ☐ None
- ☐ Modification of Questions on Course Evaluations
- ☐ Changes to Use of Course Evaluations for Formative Purposes as Opposed to Summative Review
- ☐ Other (Please Specify)

c. Changes Made to Policies and Procedures
- ☐ None
- ☐ Inclusion of Pass/Fail Options
- ☐ Increased Offerings of Credit for Prior Learning
- ☐ Increased Offerings of Competency-Based Education
- ☐ Optional Use of Standardized Tests for Admissions
- ☐ Inclusion of Credit/No Credit Options
- ☐ Other (Please Specify)

d. Changes Made to Classroom Assessment
- ☐ None
- ☐ Modification and/or Redesign of Classroom Assignments/Assessments
- ☐ Flexibility in Submission Deadlines for Assignments/Assessments
- ☐ Acceptance of Alternative Assignments/Assessments
- ☐ Use of Proctoring or Remote Proctoring Software in Courses
- ☐ Changes to Grading Policy for Course(s)
- ☐ Other (Please Specify)

Q5: Changes to Keep. Which changes, if any, do you believe should become routine practice moving forward? Please also share why if possible.

Q6: Please share any tips, innovative practices, or strategies (discovered and/or realized during Covid) that you think should be carried forward to advance assessment practice and/or student learning.

Q7: Pandemic Learning
Please rank (from BEST to LEAST) the sources of evidence that you believe most accurately captures student learning from during the pandemic.
- Presentations/Video Recordings
- Group Projects
- Portfolios
- Standardized Tests
- Faculty Developed Exams
- Essays/Papers
- Discussion Boards
- Game-based Learning
- Capstone Projects
- Quizzes
- Classroom Participation
- Other (Please Specify)

Q8: Given the constraints of teaching and learning during a pandemic, it is likely that learning was impacted.

Based on your perception and/or experience, what is the impact of the pandemic on essential learning outcomes or 21st century skills? Please click and drag the outcome items below into the groupings as you see fit.

Negatively Impacted	Not Impacted	Positively Impacted
Written Communication	Written Communication	Written Communication
Oral Communication	Oral Communication	Oral Communication
Critical Thinking	Critical Thinking	Critical Thinking
Problem Solving	Problem Solving	Problem Solving
Quantitative Literacy or Reasoning	Quantitative Literacy or Reasoning	Quantitative Literacy or Reasoning
Ethical Reasoning	Ethical Reasoning	Ethical Reasoning
Disciplinary-Specific Knowledge/Concepts	Disciplinary-Specific Knowledge/Concepts	Disciplinary-Specific Knowledge/Concepts
Intercultural Knowledge and Competence (Diversity)	Intercultural Knowledge and Competence (Diversity)	Intercultural Knowledge and Competence (Diversity)
Social Justice (Equity and Inclusion)	Social Justice (Equity and Inclusion)	Social Justice (Equity and Inclusion)
Information Literacy	Information Literacy	Information Literacy
Teamwork	Teamwork	Teamwork
Civic Engagement	Civic Engagement	Civic Engagement
Applied and Integrative Learning	Applied and Integrative Learning	Applied and Integrative Learning
Other (Please Specify)	Other (Please Specify)	Other (Please Specify)

Q14. Please indicate your perception/experience of the impact of remote instruction and pandemic learning on course-based learning experiences by selecting your top 3 choices for each grouping. (Please click and drag a maximum of three each)

Negatively Impacted
Applied Learning
Group Work
Class Discussions
Project-Based Learning
Labs
Assigned Readings
Undergraduate Research
Lecture
Other (Please Specify)

Posivitely Impacted
Applied Learning
Group Work
Class Discussions
Project-Based Learning
Labs
Assigned Readings
Undergraduate Research
Lecture
Other (Please Specify)

Q15: Please indicate your perception/experience of remote instruction and pandemic learning on out-of-class learning experiences by selecting your top 3 choices for each grouping. (Please click and drag a maximum of three each)

Negatively Impacted
Apprenticeships
Internships/Practicums
Field-Based Research
Clinical Experiences
Co-Curricular Activities
Service Learning/Volunteering
Study Abroad
Student Employment
Other (Please Specify)

Posivitely Impacted
Apprenticeships
Internships/Practicums
Field-Based Research
Clinical Experiences
Co-Curricular Activities
Service Learning/Volunteering
Study Abroad
Student Employment
Other (Please Specify)

Q16: Current Partners Within your context, to advance continuous improvement through assessment, with whom do you currently partner? (Mark all that apply)

Institutional Research/Institutional Effectiveness
Students
Centers for Teaching and Learning
Administrative Leaders
Faculty
Cross-Institution Committees
Student Affairs
Accrediting Bodies
Office of Diversity, Equity, and Inclusion
Marketing and Communication Offices
Alumni
Employers/Boards
Administrative/Functional Units
Continuing/Professional Education Units
Local Community
Transfer Institutions
Other (Please Specify)

Q17: Current Issues What issues, if any, keep you up at night when you think about assessment and student learning?

Q18: What are your current professional development needs, if any?

Q19: Looking beyond Fall 2021, please indicate your level of agreement with the following statements. (Strongly Agree to Strongly Disagree)

To advance student learning and success:
(Strongly agree, Somewhat agree, Neither agree nor disagree, Somewhat disagree, Strongly disagree)

Student experiences should inform teaching strategies.

Student lived experiences should drive the planning of student academic support services.

Students should be active participants in the curriculum building process.

Clear and transparent communication to students about their learning and curricular design should be a regular and ongoing part of the learning experience.

Racial equity and social justice should guide all institutional and programmatic practices.

Universal design principles should guide instructional design and assessments.

Differential access to technology should be factored into the development and offerings of learning environments.

Humanizing practices and restorative approaches should guide classroom policies and communication.

Mental health concerns, trauma-informed, and healing-centered approaches should be implemented in learning environments.

More time should be made for faculty idea exchange, collaboration, and action on student needs, assessment data use, and curriculum and teaching innovation.

Collaborative partnerships amongst offices—such as student support, assessment, data/technology, faculty development, institutional research, and equity and inclusion amongst others—and academic programs should be actively sought to reimagine teaching and learning.

Q20: Wellness check: How are you feeling during this time? (Mark all that apply)

☐ Cautious
☐ Confused
☐ Disenchanted
☐ Disengaged
☐ Excited
☐ Exhausted
☐ Fatigued
☐ Frustrated
☐ Gloomy
☐ Grateful
☐ Grief-Stricken
☐ Hopeless
☐ Hopeful

☐ Indifferent
☐ Optimistic
☐ Overloaded
☐ Powerful
☐ Powerless
☐ Refreshed
☐ Sad
☐ Skeptical
☐ Tired
☐ Tranquil
☐ Valued
☐ Vulnerable
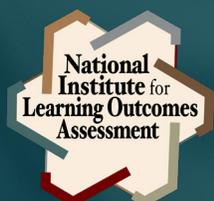☐ Other (Please Specify)

ExamSoft

ExamSoft is the digital assessment platform that helps institutions achieve higher levels of course, program, and student success. ExamSoft's intuitive testing application makes it simple to create, administer, and grade exams, with the ability to generate detailed performance reports — all to provide educators with a complete and accurate view of student learning.

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Jankowski, N. A. and Bheda, D. (2022, March 22). *Pandemic insights to shape a better future: Assessment for teaching, learning, equity, and student success*. ExamSoft.