**2020 ALTERNATIVE REFLECTIVE REPORT:**

**Reflections on the impact of Covid-19 on student learning and instruction**

Following the switch to remote instruction in Spring 2020, many programs found it difficult to continue with their planned assessments of student learning. This abrupt shift to online teaching required instructors to revise assignments and assessments in order simply to keep student learning on track. This report, then, is designed to help faculty create a formal record of the insight they gained, the steps they took, and the lessons they learned about their students, their learning outcomes, their facilities and equipment (if relevant), their technological capabilities, their instructional methods and assessment measures, and the many challenges they faced during this unusual time. In addition, it is designed to help programs identify the steps they will take—and/or have already taken--in response to the insights and innovations engendered during this unprecedented period.

Data for this report may be gathered in several ways, including through personal reflections authored by individual faculty members, group discussions at faculty meetings, and/or informal departmental surveys. While department chairs and assessment coordinators should decide what method(s) of reflection will work best for their program(s), these reflections should, as much as possible, be presented in conjunction with readily available student input and observations (grade averages, attendance or retention records, end-of-semester feedback, etc.)

Please provide brief but thorough responses to each of the questions listed below. (NOTE: the text boxes will expand to fit text.)

**Program Information**

1. Program Name:
2. Degree Code:
3. Department/School:
4. College:
5. Program Coordinator:

Email:

1. Program Assessment Coordinator (if different from Program Coordinator):

Email:

1. Report author (if different from Assessment Coordinator):

Email:

1. Report submitted by (if different from above):

Email:

**Student Learning Outcomes** identified for this program (list all):

**AY 2019-2020 Program Assessment: Reflective Report**

1. Explain which of the student learning outcomes listed above you were able to address—and assess--*most effectively* during this period of disruption and describe the methods you used to conduct your assessments:

Identify the SLOs that proved to be the most difficult to address—and/or assess—effectively during this period of disruption, and briefly explain why they proved to be especially challenging:

1. Describe the key “lessons learned” by faculty within your program over the last year (i.e. curricular insights; practical realizations; adaptations required, etc.)
2. Describe some of the ways in which faculty have *already* adapted their instruction in response to these “lessons learned.” (How have you attempted to close the “loop” exposed by the pandemic and subsequent shift to remote instruction?)

Describe the related challenges faculty are *still* attempting to negotiate in AY 2020-21.

1. Reflect on the observations you’ve made about student learning during AY 2019-20. Explain what these observations suggest about students’ ability to progress through the program successfully throughout the period of remote instruction:

1. Review your program learning outcomes once again and identify those you intend to assess during the fall and spring semesters (AY 2020-21).
2. Briefly describe your plan for assessing the learning outcomes identified in question #5. Outline the steps you will take as specifically as possible: Explain what course(s) and faculty will be involved? What types of assessment will be used? When and how will data be collected? Etc.

Explain how the information and plans presented in this report will be shared with faculty.

1. If leadership in your program will be changing after this academic year, please include the name and email of the person responsible for the AY 2020-21 assessment.
2. This report will be evaluated by the Director of Assessment using similar criteria to those used to assess the traditional assessment reports. Programs may, however, opt to have their reflective reports peer reviewed by members of the faculty assessment committee. Reports that are peer reviewed will gain further feedback from members of other departments and programs, all of whom are negotiating similar challenges.

Would you like your report to be Peer Reviewed? Yes \_\_\_\_\_ No \_\_\_\_\_\_\_

The Director of Assessment, Jenny Hebert, will be available for consultation regarding faculty reflections, data collection, etc. Please feel free to contact me at jgh2@uakron.edu with any questions you might have.