



Higher Ed and Technology During the COVID-19 Pandemic

A Research Report Webcast

April 15, 2021

About Us



Caleb Winn, He/Him



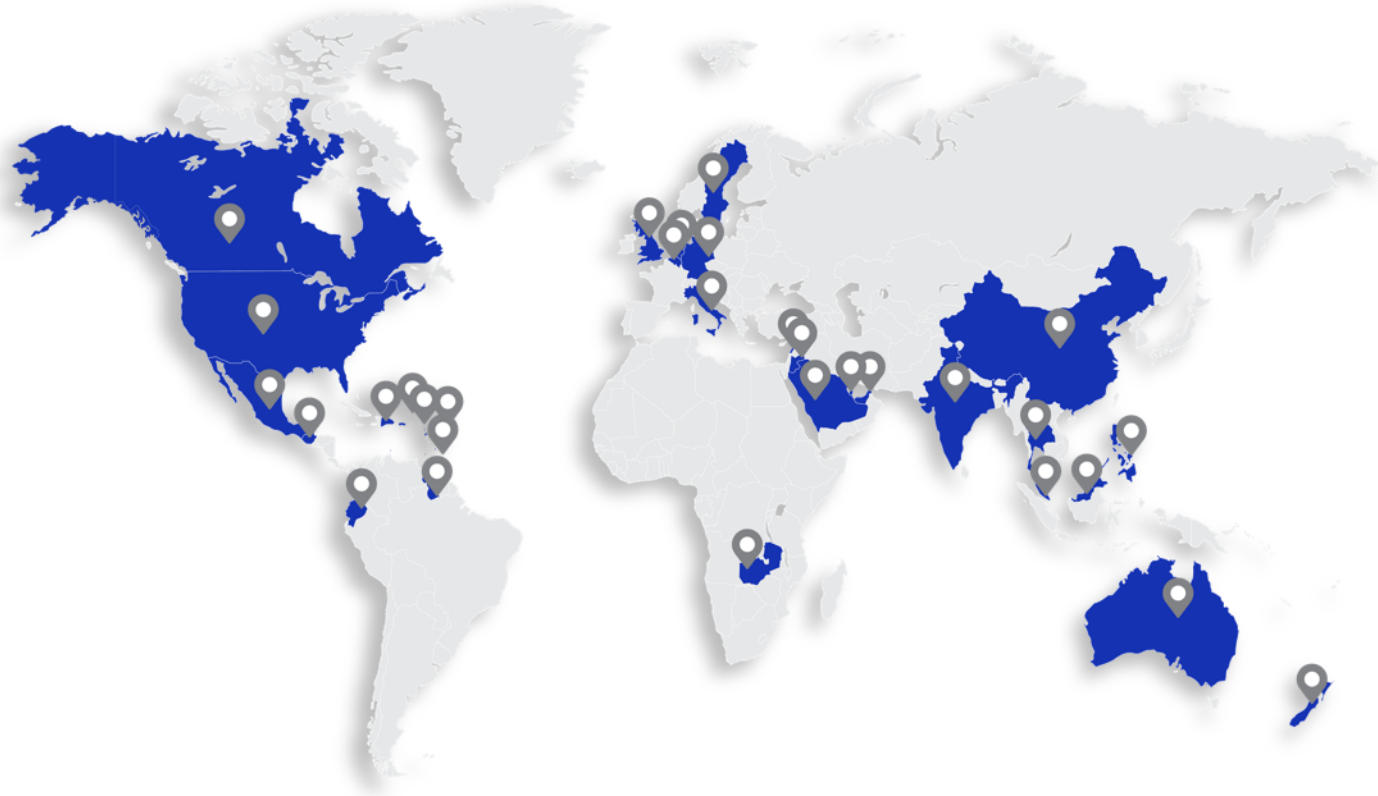
Dr. Divya Bheda, She/Her(s)



Purpose & Objectives

- 
1. Knowledge sharing
 2. Data-based decision-making
 3. Sparking conversation & collaboration
 4. Leave you with food for thought

About ExamSoft



Global Leaders in Secure Assessment

- 2,000+ Clients Worldwide
- 1.1 Million Unique Students in 2020
- 14+ Million Exams Delivered in 2020
- All Ivy League Medical Schools
- Majority of State Bar Exams
- Across K-12 and Higher Ed

Services Offered

- Remote proctoring & integrity solutions
- Back-end psychometrics for data-based decision-making
- Various Assessment Solutions including formative and summative tools for tests, exams, quizzes, take-homes, and performance-based assessments.



Mission Statement

Deliver superior assessment solutions to increase learning performance for every student, teacher, and institution



Vision Statement

Harnessing the power of data to transform learning for everyone, everywhere



Pre-Covid Context Setting

Survey Respondents



Primary Role

- 71% - University Administrators
- 29% - Faculty

Institution Type

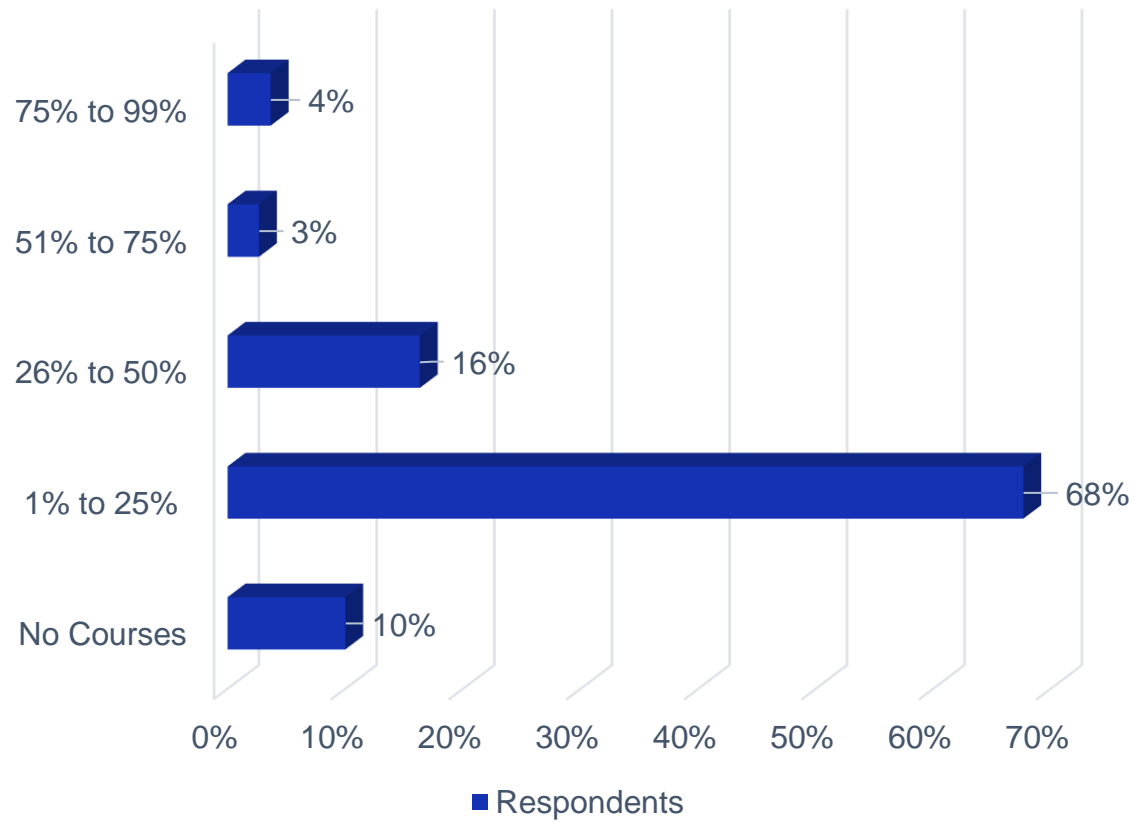
- 83% - Four-Year Institutions
- 16% - Two-Year Institutions

Medical/Nursing/Healthcare Programs

- 41% - Yes
- 51% - No

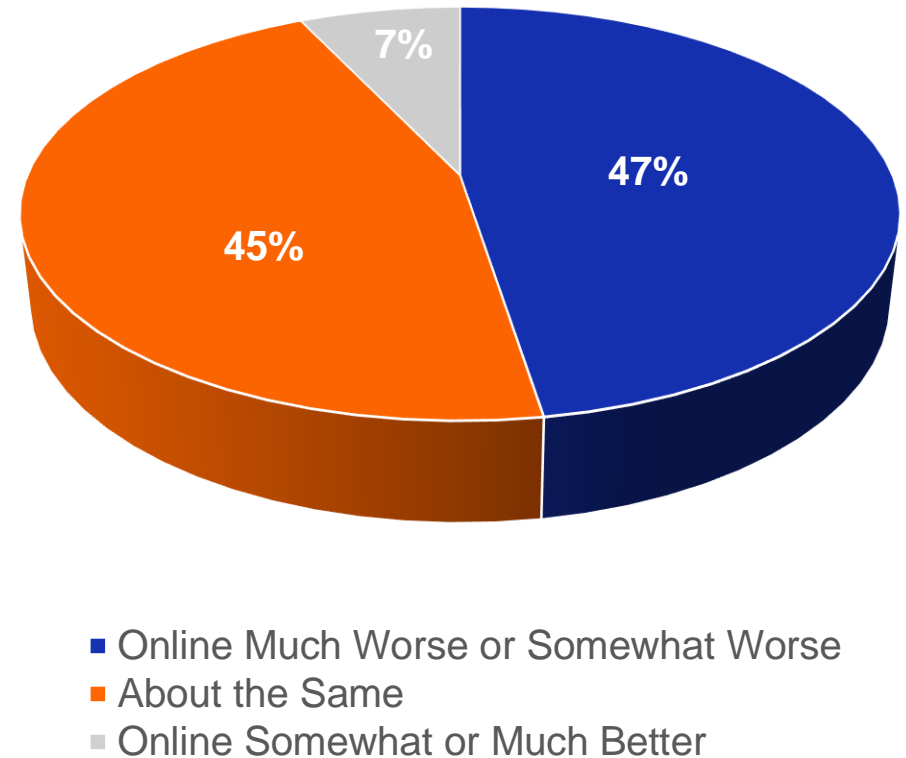
Pre-Pandemic Engagement

% Of Courses Fully Online



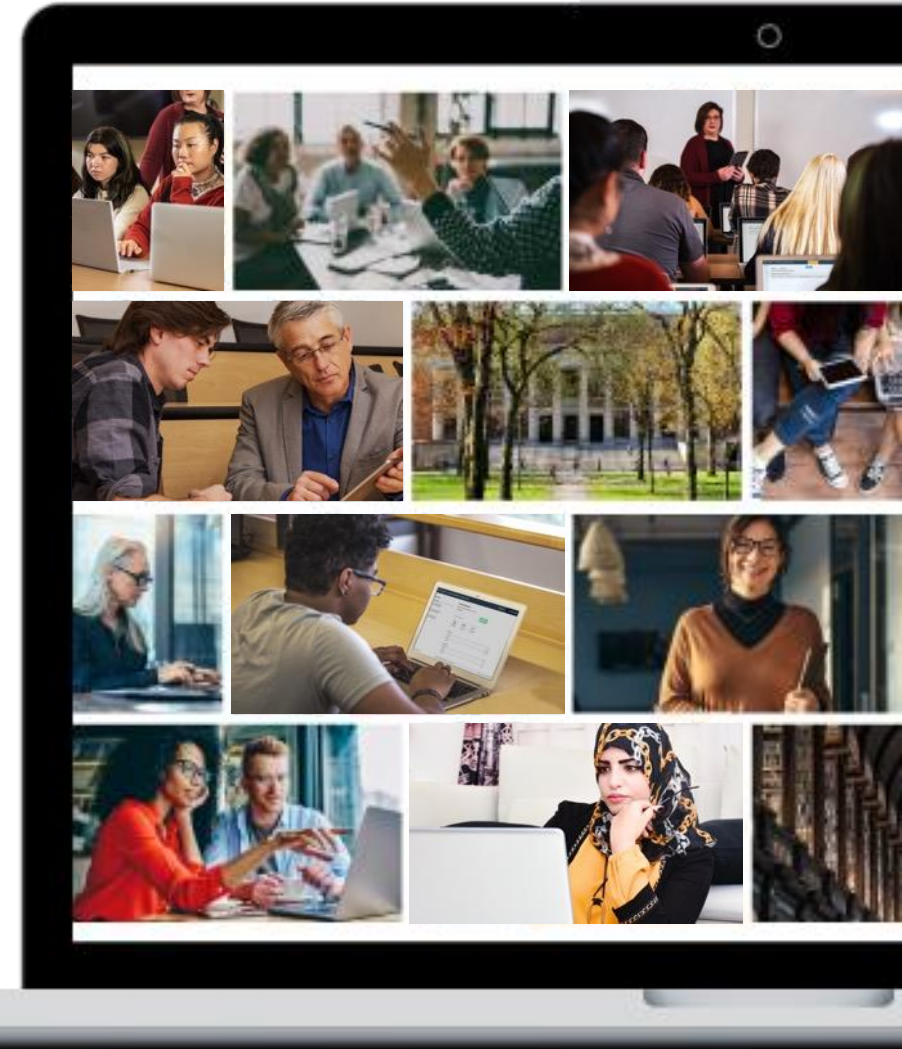
Perceptions of Quality

Quality of online vs. in-person courses



Pre-Pandemic Faculty Training and Support

- 18% - Faculty- and staff-only discussion boards to receive peer support and advice
- 21% - Sample virtual lessons
- 24% - Instructions on how to hold live Q&A or group discussions
- 26% - Advice on deadlines and scheduling for virtual learning
- 28% - Examples of discussion board topics
- 36% - Advice on how to assess student performance from a distance
- 40% - Allowing faculty and staff to take necessary materials and equipment home
- 43% - Instructions on how to convert offline materials into online resources
- 44% - Advice on how to engage students from a distance
- 45% - Best virtual practices guidance





Key Comparisons

Pre vs. Post Pandemic Feature Usage

Already	Features	Added	Projected
13%	Virtual school events (e.g., club meetings)	72%	48%
26%	Online appointments with university departments (e.g., fin aid, counseling)	65%	60%
30%	Video group chats for class material	49%	38%
29%	Live Q&A Sessions	47%	31%
13%	Video group chats to socialize	42%	21%
19%	Recorded Q&A sessions	41%	27%
15%	Financial Assistance (e.g., cost of internet)	40%	17%
36%	Access to tablets or laptops for those who need them	38%	23%
53% & 40%	One-on-one meetings with instructor and tutors respectively	36%	34% and 30%
53%	Online assessment tools for students to take secure, virtual tests	31%	25%

Remote/Online Experience

Effectiveness of Institution

Very or Extremely Effective

< 50% of Respondents

- Delivering exams remotely
- Ensuring academic standards remain high
- Ensuring equitable access to virtual instruction for students

Maintaining student engagement: 28%

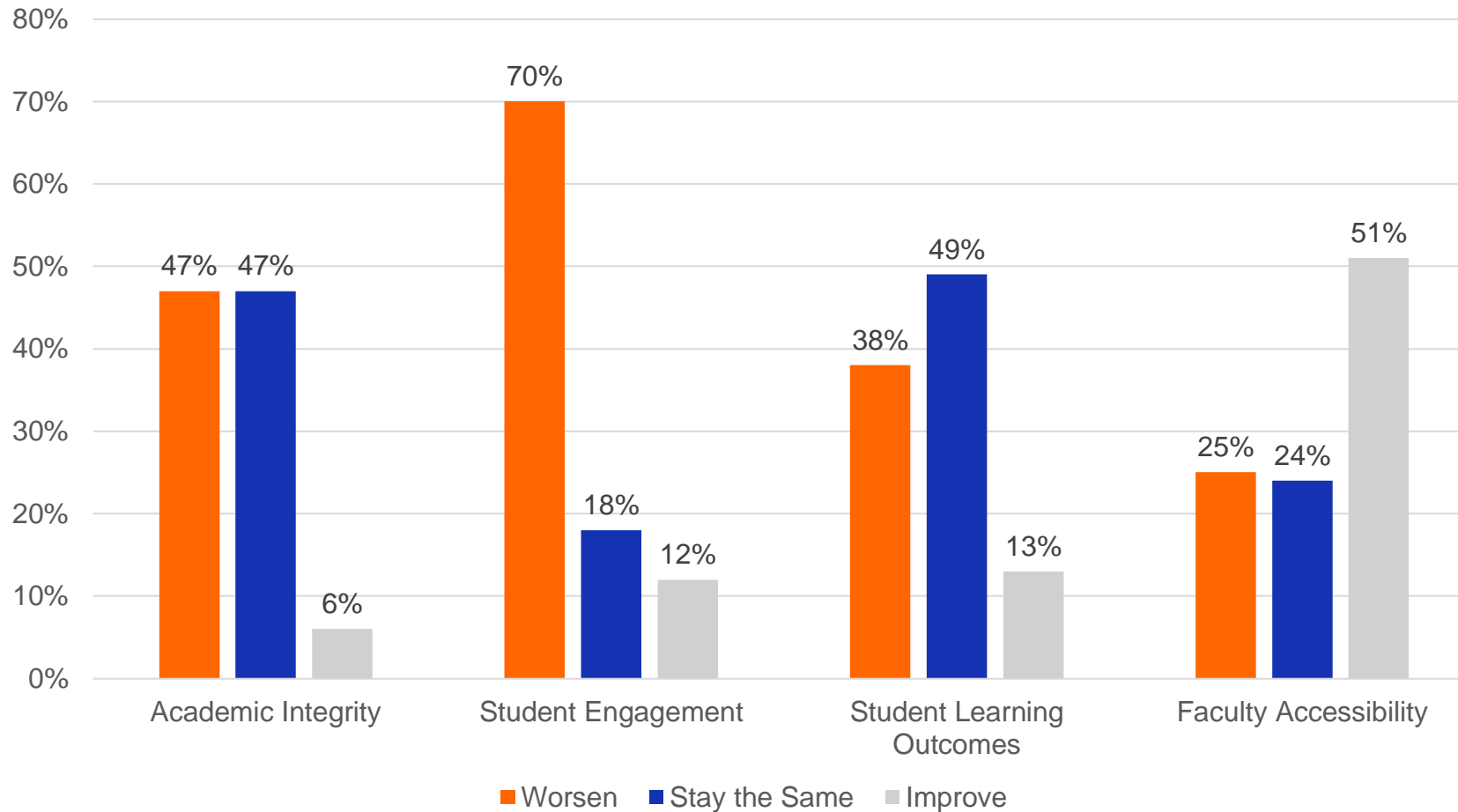
Very or Extremely Effective

>50% of Respondents

- Ensuring technology tools and resources were ready and available
- Finding the right technology tools quickly
- Having technology support available
- Training faculty less familiar with digital delivery
- Providing adequate tutoring, advising, and other academic support virtually

Effect of Moving to Online Learning

Respondent Perspectives of Impact



Faculty Experiences

71% Agree that faculty have been able to effectively administer exams remotely.

42% - Somewhat; 28% - Strongly

90% Agree that faculty have been able to effectively collect assignment remotely.

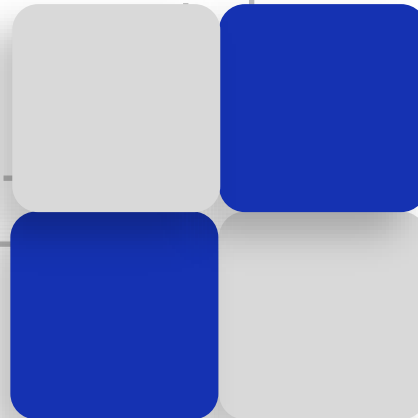
31% - Somewhat; 60% - Strongly


61% Agree that faculty have been able to maintain one-on-one relationships with students virtually.

43% - Somewhat; 18% - Strongly

82% Agree that faculty have the technology they need (e.g., software, support, etc.) to create engaging online courses.

38% - Somewhat; 44% - Strongly





Key Findings

Post Pandemic Projections

My institution will...

Offer more classes online than it did before

- Somewhat Agree: 36%
- Strongly Agree: 52%

Total: 88%

Use technology to have students take exams remotely more often

- Somewhat Agree: 40%
- Strongly Agree: 22%

Total: 62%

Record more live lectures than it did before

- Somewhat Agree: 43%
- Strongly Agree: 39%

Total: 82%

Use technology to turn in assignments online more often

- Somewhat Agree: 34%
- Strongly Agree: 48%

Total: 82%

Post Pandemic Projections

96%

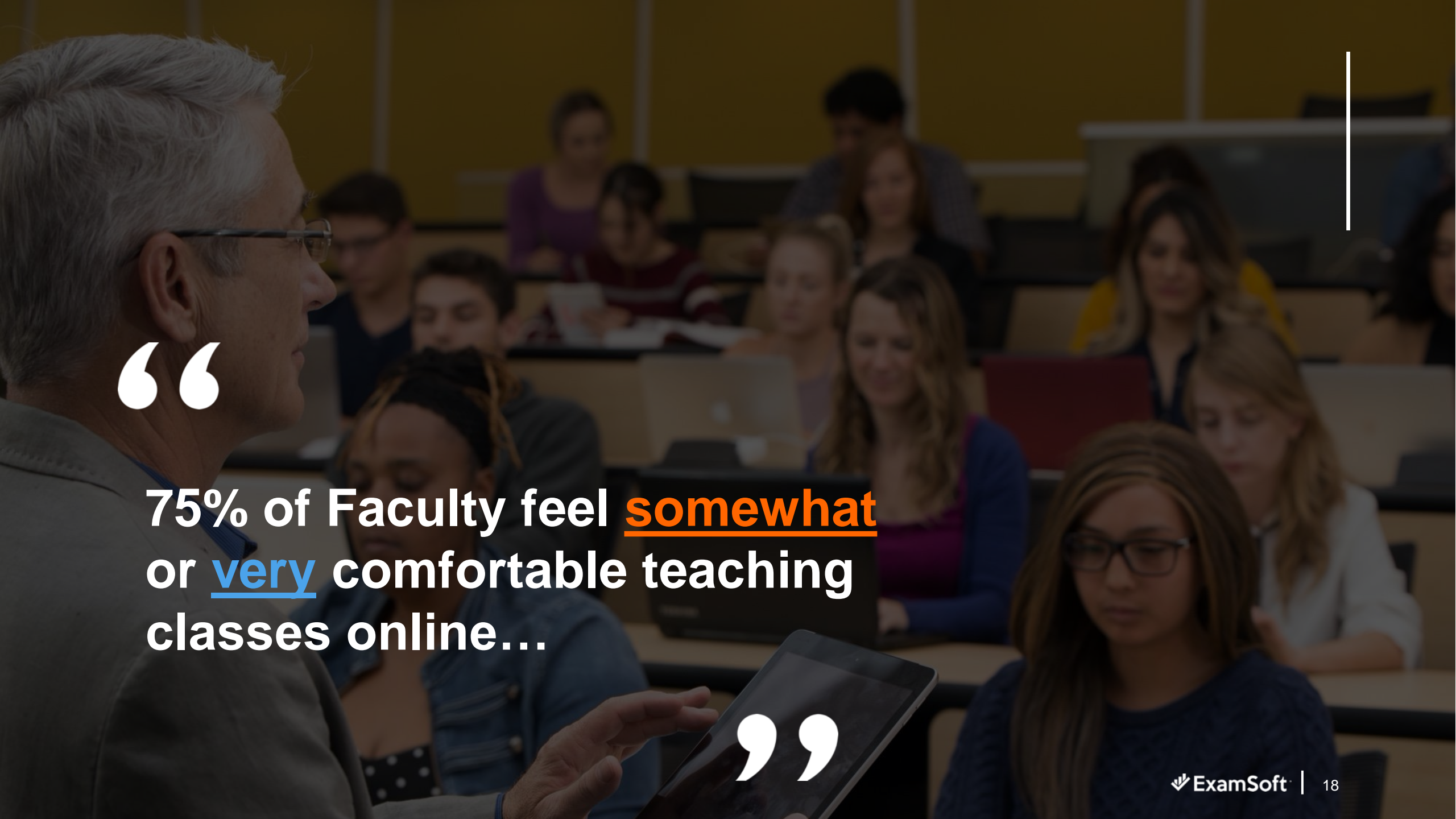
Somewhat or strongly agree that **higher education institutions will continue to invest in online education**

81%

Somewhat or strongly agree that **more faculty will be interested in teaching classes virtually**

67%

Somewhat or strongly agree that **more students will be interested in online learning**

A photograph of a classroom with a professor in the foreground holding a tablet. The background shows students seated at desks. The image is dimmed to serve as a background for text.

“

75% of Faculty feel somewhat
or very comfortable teaching
classes online...

”



Important Considerations

Actionable strategies to prepare for next generation teaching and learning.



Proactive faculty training and development



Efficient, actionable, and sustainable feedback mechanisms for data-based and inclusive decision-making



Supportive, thoughtful policy-making



Active, student-centered, relevant, representative, relational, restorative, and trauma-informed teaching

Assessment practices to consider as we move into a digital/remote learning future.

- Employ transparent assignment design
- Rethink assessments: formats vs. outcomes
- Use rubrics
- Set up and utilize actionable data
- Integrate metacognitive strategies for student learning
- Practice formative assessment
- Continue with flexibility and human-first approaches
- Ensure relevance



To champion student success and commit to equity in a digital world...



Rethink student success and engagement definitions

Center student needs and lived experiences, and faculty and staff voices

Be comprehensive, non-siloed, and strategic in technology adoption

Critically examine norms, assumptions, and practices based on the same for systemic biases and privileges.



Questions?



Thank You!

Contact Us

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