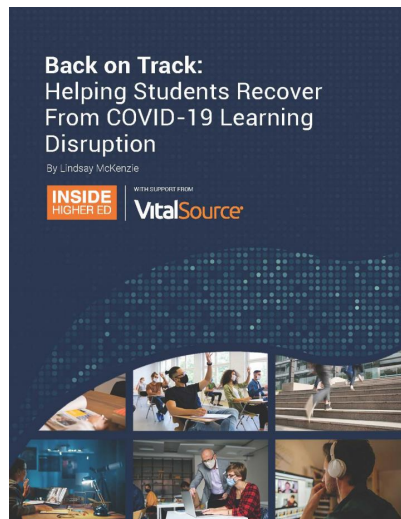


INSIDE
HIGHER ED



Back on Track: Helping Students Recover From COVID-19 Learning Disruption



An *Inside Higher Ed* webcast
Tuesday, Dec. 14, 2021
2 p.m. Eastern

Presenter/Author

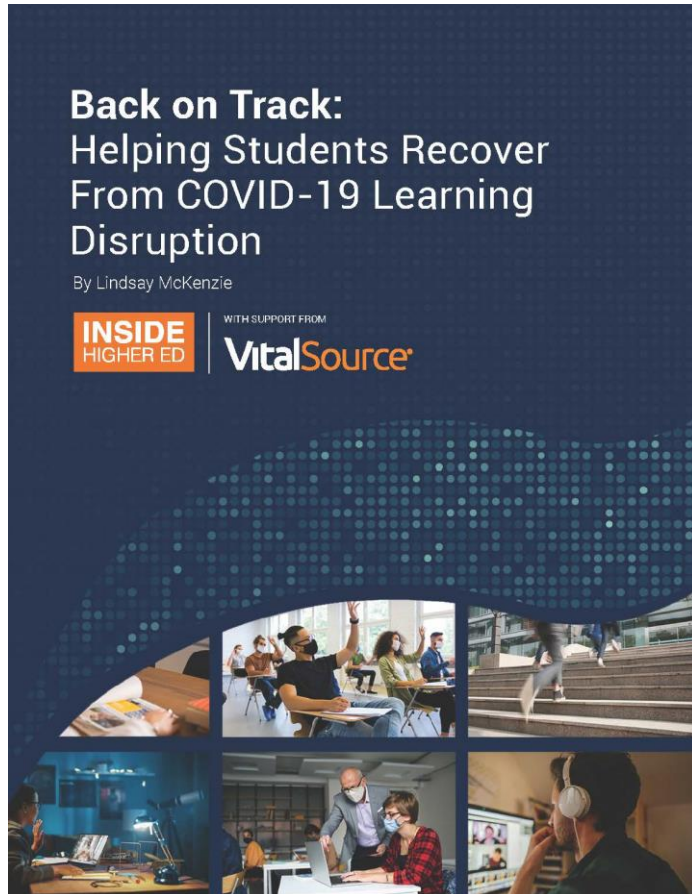


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The Report



- **What is “learning disruption”?**
- **Can we quantify it?**
- **Placement, grading/assessment, teaching**
- **Case studies**
- **Key takeaways**

Defining ~~'Learning Loss'~~ 'Learning Disruption'

“Specific or general loss of knowledge and skills or reversals in academic progress, most commonly due to extended gaps or discontinuities in a students’ education”

--Glossary of Education Reform

A “loaded term”

--Laura Gogia, Tambellini Group

The Situation in K-12

June 2020, McKinsey & Company: Estimated that additional 232,000 to 1.1 million ninth-to-11th graders would drop out of high school as a result of COVID-19.

February 2021, Urban Institute: Estimated that learning losses equivalent to spending three months out of school could lead to decreased lifetime earnings as well as modest declines in associate and bachelor's degree attainment rates.

July 2021, McKinsey: School closures left K-12 students ~five months behind in mathematics and four months behind in reading, with bigger impact on students of color.



Higher Ed: The Impacts We *Can* Document

Attrition: Of 2.6 million first-time freshmen who enrolled in college in fall 2019, only 74% returned in fall 2020 for their second year – a one-year drop of two percentage points.

Enrollment fell in fall 2020 and a hoped-for rebound in fall 2021 did not materialize, leaving postsecondary enrollment over all about 6.5 percent lower than in fall 2019, according to National Student Clearinghouse Research Center.

Finances: Two-thirds of students reported their financial situation had worsened, according to a survey on students by the American College Health Association and the Healthy Minds Network.

Mental health: survey results and demand for counseling services show significant toll on student well-being.

Higher Ed: Measuring Learning?

There remains “little to no effort to measure learning, and growth in cognitive ability, systematically in higher ed.”

--Richard Arum, author of Academically Adrift; education professor at UC-Irvine

“Academic progress is very easy to measure; learning is very difficult to measure.”

--Mitchell Stevens, Stanford University

“We know that learning loss happened.... That’s learning in the sense of, if we had certain things we want you to take away, the likelihood of you as a student getting that, and me as a faculty member teaching it to you really well, was unlikely.”

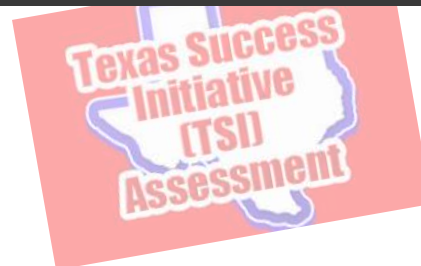
--Natasha Jankowski, former executive director, National Institute for Learning Outcomes Assessment

Reimagining Placement

ALEKS®

ACCUPLACER

MULTIPLE
MEASURES



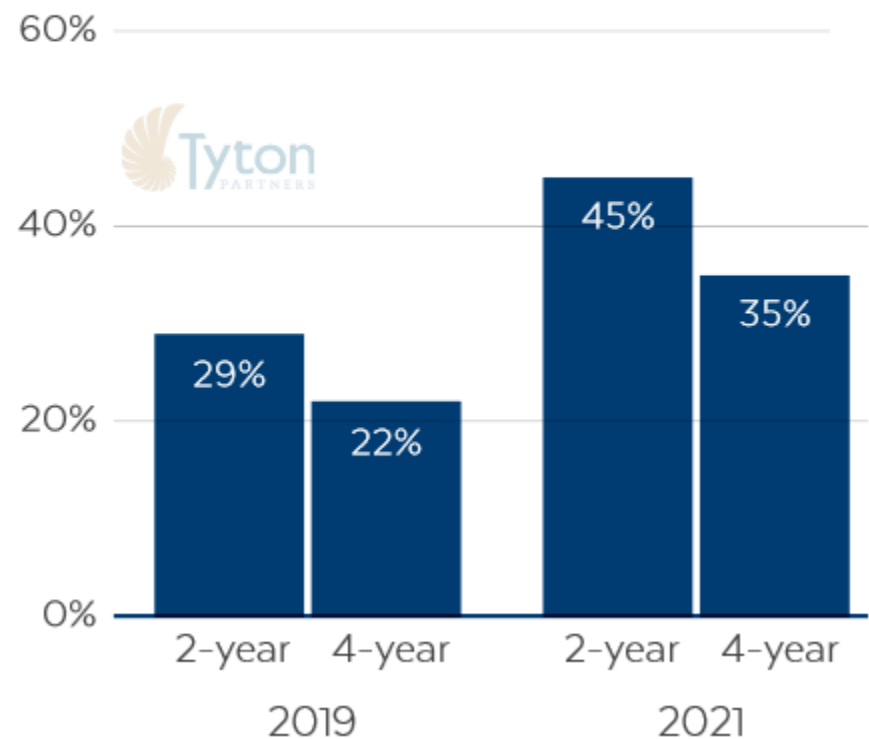
Grading, Assessment and Cheating

- **Ungrading (and interim steps like pass/fail)**
- **Increased cheating, driven by pressure, opportunity and technology**
- **Greater policing of academic integrity, some of it invasive**
- **Alternatives: less high-stakes, standardized assignments/exams, more relevance to students' lives.**

Changes in Instructional Practice

- **Greater acceptance of online learning (or at least elements of it in hybrid/flexible approaches)**
- **More use of digital courseware, enabling measurement of student growth**

ADOPTION OF COURSEWARE AMONG FACULTY TEACHING INTRODUCTORY COURSES, 2019-2021



Case study: Summer Programming at Georgia State

- **New summer accelerator for first-year students who failed or dropped courses during the pandemic**
- **Use of HEERF funds**
- **About 70% of students passed the courses they retook with peer mentors**
- **“Rather than sit back and wait passively for them to fail, we have most back on pace to where they needed to be.”**
--Tim Renick, Georgia State



Case study: Access to Course Materials at University of California, Davis

UCDAVIS

- Under “equitable access” model, undergrad students pay same flat fee for courseware regardless of major.
- Proportion of students saying they didn’t have access to all required content dropped from 78% to 27%.
- 70% of students participating, allowing Davis to drop per-term fee from \$199 to \$169.

Case Study: Hybrid Instruction at Lake Washington Institute of Technology

- **1st U.S. college to go fully remote due to COVID**
- **Lost 20% of students in the shift**
- **Professors have adapted their teaching techniques:**
 - **One began recording short instructional videos for students, which drove course completion rates higher**
 - **Another began requiring students to review class materials and listen to recorded lectures online before in-person meetings**



Case study: Measuring Learning at UC-Irvine

Right before pandemic, began using set of ETS assessments to measure student gains in critical thinking, collaborative problem-solving, etc. Too recent to offer insight into pandemic impact.



As professors adapted their teaching, they lectured less and spent more time in discussion and other activities.

Key Takeaways

- **Ask students how they're doing**
- **Act on early signs of waning engagement**
- **Share stress management strategies**
- **Consider financial strain students face**
- **Evaluate international student supports**
- **Define desired learning outcomes**
- **Introduce effective classroom techniques**
- **Explore more-frequent, lower-stakes assessment**

Questions?



Thank You

- Many thanks for listening and asking your questions.
- Please consider reading the report, which is available to download here:
<https://www.insidehighered.com/content/back-track-helping-students-recover-covid-19-learning-disruption>

Thanks

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