



▶ IF YOU NEED AN IDEA FOR YOUR UPCOMING CAR, WHY NOT RESURRECT A CAT?



▶ SCHEDULING DIFFICULTIES DURING THE PANDEMIC CAUSED THE STORY ABOUT STUDENT PERSPECTIVES ON ONLINE PEDAGOGY TO BE TABLED FOR NOW.



▶ HAVE AN IDEA OR A SUCCESS STORY THAT YOU WANT TO SHARE FOR ASSESSMENT NEWS? CONTACT KYLIE PRICE.

Sandburg

2020

Fall

# ASSESSMENT News

ENHANCING THE LINES OF COMMUNICATION TO ENRICH  
INSTITUTION-WIDE ASSESSMENT

## Resources for Strengthening Online Pedagogy

By KYLIE PRICE  
Assistant Dean of Assessment

I'm a novice when it comes to online instruction. Before Spring 2020, I had never taught an online course.

Never.

After almost two decades into my teaching career, I had managed to escape it. My mentor and Sandburg retiree, Norm Burdick, and I would scoff at online courses: *Psssh, online courses will never be as good as face-to-face*, we'd say.

Never.

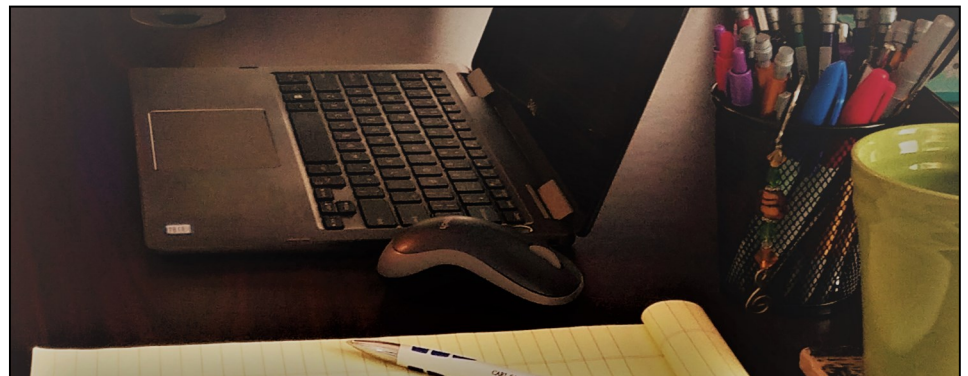
But after Spring Break 2020, we, as faculty, didn't have a choice. COVID-19 set the rules for us. And even if our pedagogy was built upon and thrived on a face-to-face atmosphere, we were transitioning to online instruction.

Never became one week of frantic preparation.

I don't know about you, but I was scared. I admit it. I had used Moodle prior to the online transition—but only to house documents, log attendance, and utilize the gradebook and Turnitin features. And that limited Moodling was only after multiple visits to the FTLC. Ask Cindy Arthur and Gail Hannam. They'll tell you.

During what should have been our ninth week of instruction, I began researching.

The National Institute for Learning Outcomes Assessment (NILOA) is perhaps the most useful resource I found as I navigated myself through my courses during a time of pandemic.



**The pandemic required all Sandburg faculty to utilize an online pedagogy. Whether you developed it from scratch or built upon already established methodologies, NILOA's resources can help you enhance it.**

Sorting through so many resources became overwhelming, which is why NILOA was particularly helpful.

NILOA has put together a list of resources for this very purpose. This list includes, but is not limited to, the following categories: assessment, student resources, "online convenings," pedagogy, internet access, and equity.

For me, the biggest challenge I have had is engagement. When students are disengaged in my face-to-face classes, I have techniques for engaging them, depending on the student and the situation. If Sally Student doesn't participate in Week 13's online forum, however, I can't use those techniques because they no longer apply.

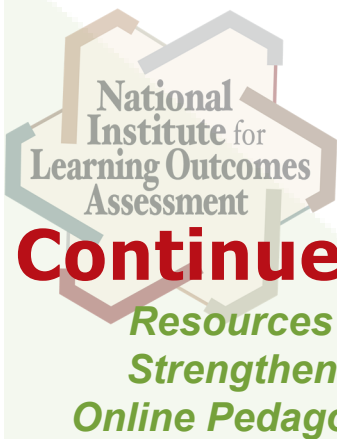
Cathy N. Davidson and Christina Katopodis offer some advice in their article, "Transforming Your Online Teaching From Crisis to Community": "The biggest takeaway from the research on effective teaching online is that we cannot teach the same way online that we would in person: we need to innovate and use the tools available to us to build our class periods differently."

I hear you, distinguished, published academics! But *how* do I do it?

Davidson and Katopodis offer a technique utilizing "entry/exit tickets" that some of you

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# ASSESSMENT News



## Continued Resources for Strengthening Online Pedagogy

might already implement.

Seth Houston's "Shifting to Online Teaching? How to Keep Your Sanity and Create a Great Course" and Michelle D. Miller's "Going Online in a Hurry: What to Do and Where to Start" also provided sound techniques.

Perhaps the best advice I read, however, came from Sharon O'Malley's "Effective Teaching Online." In her article, O'Malley discusses the philosophy of *pausing time*. In the beginning of our online adventure, I spent a lot of time commenting on open forums. Again, I'm a novice, remember? Many of you seasoned online professors might already know what I didn't: first, it's time-consuming to the point of time-crushing; second, and perhaps most importantly, it takes away from the group interaction.

During my face-to-face courses, I would assign group work. During that time, I'd walk around, listen, and perhaps ask a question or two. But I'd never dominate the conversation.

But that's exactly what I was doing in my online courses: dominating the conversation. Oops. I'm debating on turning that experience into a future CAR though, so at least there's that.

As we continue on through unprecedented times, not knowing what the future entails, I offer you this resource beacon in your quest to make your courses the best you can.

**Read the full NILOA article, "Making the Move to Online Courses: Resources to Inform Teaching and Learning" here: [https://docs.google.com/document/d/1KsILIECJb\\_82NnNibk6dwcGS-wXVCL73xhzhHWI5gmo/edit](https://docs.google.com/document/d/1KsILIECJb_82NnNibk6dwcGS-wXVCL73xhzhHWI5gmo/edit)**

## MOVING FORWARD WITH GEO 3, CULTURAL DIVERSITY

By KYLIE PRICE  
Assistant Dean of Assessment

During Fall 2019, the Outcomes Assessment Committee (OAC) proposed updating the third GEO to Liberal Arts and Cultural Literacy. After much discussion led by faculty, the OAC voted to NOT update GEO 3, primarily because of the extensive curriculum revisions that would need to occur.

The OAC did, however, vote to update the GEO Criteria to reflect similar intentions to the philosophy behind "Liberal Arts and Cultural Literacy." During Summer 2020, the Assistant Dean of Assessment updated the criteria and is stated thus:

- Acknowledge differences among people and stereotypes and prejudices they hold regarding people who are different.
- Build knowledge of diverse ideas, perspectives, and experience and how they are expressed in the liberal arts.
- Engage others with civility, empathy, honesty, and responsibility, and work well in an environment with a diverse population.

## BEST ASSESSMENT PRACTICES: RESURRECTING CATs

By KYLIE PRICE  
Assistant Dean of Assessment

Yes, you read that title correctly, but no, I'm not advocating zombie cats—I'm referring to *Classroom Assessment Techniques: A Handbook for College Teachers* by Thomas A. Angelo and K. Patricia Cross.

During Sandburg's 2020 Faculty In-Service, multiple speakers, including David Favre, referenced utilizing CATs for assessment purposes. Never heard of CATs before? Or do you vaguely recall the acronym but aren't sure how to implement them? Regardless of how you answered these questions, Sandburg has you covered if you want to explore these assessment techniques.

First and foremost, Sandburg has several copies of the handbook at the Main Campus. You can check out a copy in the Library at any time.

Additionally, OAC veteran, Norm Burdick, summarized those techniques before his

retirement, and you can easily access that document on the Assessment Resources Moodle page. Simply go to the "Curricular Assessment" section, under "CAR Resources," and you'll find the "CATs Descriptions."

Sandburg relied on CATs as assessment practice during the beginning stages of assessment. These techniques built a strong assessment foundation, but in effort to give faculty more flexibility with reporting, that practice (and form) was updated in 2011, when the first CAR was established.

That being said, CATs are excellent techniques to assess the successes and pitfalls in your classroom. Perhaps the best reason to utilize these techniques is because they are context-specific, meaning each individual CAT discusses the contexts in which it is best applied.

All Sandburg faculty members are required to complete one CAR per academic year, and it is always due the Monday after Spring Break.