The Coaching Chronicles

Issue I Volume 30

THE CENTER FOR ACADEMIC EXCELLENCE (CAE) ROUNDTABLE DISCUSSIONS ARE CONTINUING!

Our current topic is: **OPEN EDUCATIONAL RESOURCES (OER)**

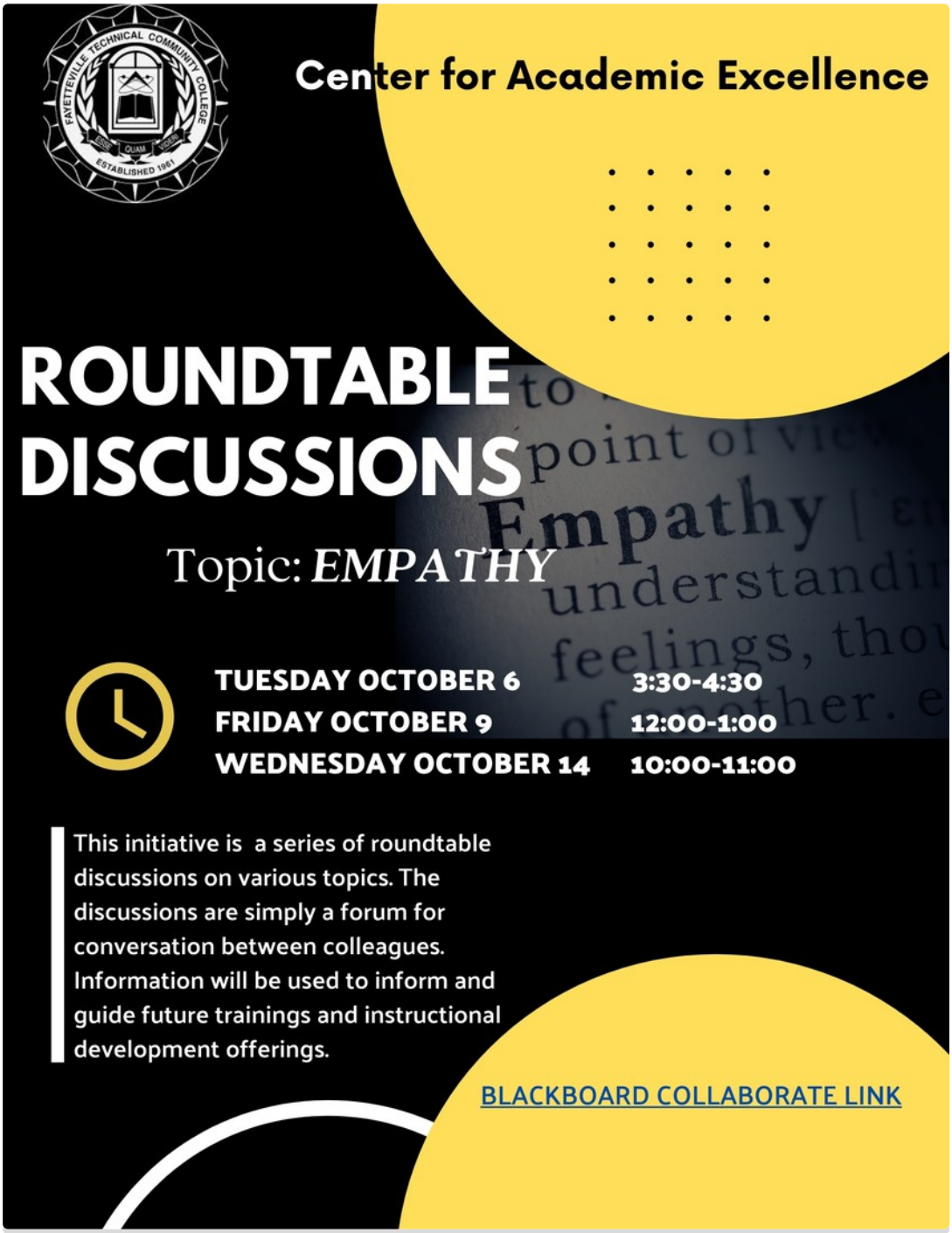
Wednesday September 30th 10:00-11:00

****

Our next topic is: **EMPATHY**

Tuesday October 6 3:30-4:30
Friday October 9 12:00-1:00
Wednesday October 14 10:00-11:00

Blackboard Collaborate Link



2020 COACHING CHRONICLES NEWSLETTERS

Click here to access all previous newsletters!

Advice | 7 Ways to A... www.chronicle.com

What can you do to promote academic integrity in your virtual classroom without joining the "arms race" in cheating-prevention tools?

METHODS OF STUDENT ASSESSMENT

Essays

According to Euan S. Henderson, essays make two important contributions to learning and assessment: the development of skills and the cultivation of a learning style (1980). The American Association of Colleges & Universities (AAC&U) also has found that intensive writing is a "high impact" teaching practice likely to help students in their engagement, learning, and academic attainment (Kuh 2008).

Things to Keep in Mind about Essays

1. Essays are a common form of writing assignment in courses and can be either a summative or formative form of assessment depending on how the instructor utilizes them.
2. Essays encompass a wide array of narrative forms and lengths, from short descriptive essays to long analytical or creative ones. Shorter essays are often best suited to assess student's understanding of threshold concepts and discrete analytical or writing skills, while longer essays afford assessments of higher order concepts and more complex learning goals, such as rigorous analysis, synthetic writing, problem solving, or creative tasks.
3. A common challenge of the essay is that students can use them simply to regurgitate rather than analyze and synthesize information to make arguments. Students need performance criteria and prompts that urge them to go beyond mere memorization and comprehension, but encourage the highest levels of learning on Bloom's Taxonomy. This may open the possibility for essay assignments that go beyond the common summary or descriptive essay on a given topic, but demand, for example, narrative or persuasive essays or more creative projects.
4. Instructors commonly assume that students know how to write essays and can encounter disappointment or frustration when they discover that this is sometimes not the case. For this reason, it is important for instructors to make their expectations clear and be prepared to assist, or provide students to resources that will enhance their writing skills. Faculty may also encourage students to attend writing workshops at university writing centers, such as Vanderbilt University's Writing Studio.

Exams and time-constrained, individual assessment

Examinations have traditionally been a gold standard of assessment, particularly in post-secondary education. Many educators prefer them because they can be highly effective, they can be standardized, they are easily integrated into disciplines with certification standards, and they are efficient to implement since they can allow for less labor-intensive feedback and grading. They can involve multiple forms of questions, be of varying lengths, and can be used to assess multiple levels of student learning. Like essays they can be summative or formative forms of assessment.

Things to Keep in Mind about Exams

1. Exams typically focus on the assessment of students' knowledge of facts, figures, and other discrete information crucial to a course. While they can involve questioning that demands students to engage in higher order demonstrations of comprehension, problem solving, analysis, synthesis, critique, and even creativity, such exams often require more time to prepare and validate.
2. Exam questions can be multiple choice, true/false, or other discrete answer formats, or they can be essay or problem-solving. For more on how to write good multiple choice questions, see this guide.
3. Exams can make significant demands on students' factual knowledge and therefore can have the side-effect of encouraging cramming and surface learning. Further, when exams are offered infrequently, or when they have high stakes by virtue of their heavy weighting in course grade schemes or in student goals, they may accompany violations of academic integrity.
4. In the process of designing an exam, instructors should consider the following questions. What are the learning objectives that the exam seeks to evaluate? Have students been adequately prepared to meet exam expectations? What are the skills and abilities that students need to do well on the exam? How will this exam be utilized to enhance the student learning process?

Self-Assessment

The goal of implementing self-assessment in a course is to enable students to develop their own judgment and the capacities for critical meta-cognition – to learn how to learn. In self-assessment students are expected to assess both the processes and products of their learning. While the assessment of the product is often the task of the instructor, implementing student self-assessment in the classroom ensures students evaluate their performance and the process of learning that led to it. Self-assessment thus provides a sense of student ownership of their learning and can lead to greater investment and engagement. It also enables students to develop transferable skills in other areas of learning that involve group projects and teamwork, critical thinking and problem-solving, as well as leadership roles in the teaching and learning process with their peers.

Things to Keep in Mind about Self-Assessment

1. Self-assessment is not self-grading. According to Brown and Knight, "Self-assessment involves the use of evaluative processes in which judgement is involved, where self-grading is the marking of one's own work against a set of criteria and potential outcomes provided by a third person, usually the [instructor]" (1994, p. 52). Self-assessment can involve self-grading, but instructors of record retain the final authority to determine and assign grades.
2. To accurately and thoroughly self-assess, students require clear learning goals for the assignment in question, as well as rubrics that clarify different performance criteria and levels of achievement for each. These rubrics may be instructor-designed, or they may be fashioned through a collaborative dialogue with students. Rubrics need not include any grade assignation, but merely descriptive academic standards for different criteria.
3. Students may not have the expertise to assess themselves thoroughly, so it is helpful to build students' capacities for self-evaluation, and it is important that they always be supplemented with faculty assessments.
4. Students may initially resist instructor attempts to involve themselves in the assessment process. This is usually due to insecurities or lack of confidence in their ability to objectively evaluate their

own work, or possibly because of habituation to more passive roles in the learning process. Brown and Knight note, however, that when students are asked to evaluate their work, frequently student-determined outcomes are very similar to those of instructors, particularly when the criteria and expectations have been made explicit in advance (1994).

5. Methods of self-assessment vary widely and can be as unique as the instructor or the course. Common forms of self-assessment involve written or oral reflection on a student's own work, including portfolio, logs, instructor-student interviews, learner diaries and dialog journals, post-test reflections, and the like.

Peer Assessment

Peer assessment is a type of collaborative learning technique where students evaluate the work of their peers and, in return, have their own work evaluated as well. This dimension of assessment is significantly grounded in theoretical approaches to active learning and adult learning. Like self-assessment, peer assessment gives learners ownership of learning and focuses on the process of learning as students are able to "share with one another the experiences that they have undertaken" (Brown and Knight, 1994, p. 52). However, it also provides students with other models of performance (e.g., different styles or narrative forms of writing), as well as the opportunity to teach, which can enable greater preparation, reflection, and meta-cognitive organization.

Things to Keep in Mind about Peer Assessment

1. Similar to self-assessment, students benefit from clear and specific learning goals and rubrics. Again, these may be instructor-defined or determined through collaborative dialogue.
2. Also similar to self-assessment, it is important to not conflate peer assessment and peer grading, since grading authority is retained by the instructor of record.
3. While student peer assessments are most often fair and accurate, they sometimes can be subject to bias. In competitive educational contexts, for example when students are graded normatively ("on a curve"), students can be biased or potentially game their peer assessments, giving their fellow students unmerited low evaluations. Conversely, in more cooperative teaching environments or in cases when they are friends with their peers, students may provide overly favorable evaluations. Also, other biases associated with identity (e.g., race, gender, or class) and personality differences can shape student assessments in unfair ways. Therefore, it is important for instructors to encourage fairness, to establish processes based on clear evidence and identifiable criteria, and to provide instructor assessments as accompaniments or correctives to peer evaluations.
4. Students may not have the disciplinary expertise or assessment experience of the instructor, and therefore can issue unsophisticated judgments of their peers. Therefore, to avoid unfairness, inaccuracy, and limited comments, formative peer assessments may need to be supplemented with instructor feedback.

As Brown and Knight assert, utilizing multiple methods of assessment, including more than one assessor when possible, improves the reliability of the assessment data. It also ensures that students with diverse aptitudes and abilities can be assessed accurately and have equal opportunities to excel. However, a primary challenge to the multiple methods approach is how to weigh the scores produced by multiple methods of assessment. When particular methods produce higher range of marks than others, instructors can potentially misinterpret and mis-evaluate student learning. Ultimately, they caution that, when multiple methods produce different messages about the same student, instructors should be mindful that the methods are likely assessing different forms of achievement (Brown and Knight, 1994).

These are only a few of the many forms of assessment that one might use to evaluate and enhance student learning (see also ideas present in Brown and Knight, 1994). To this list of assessment forms and methods we may add many more that encourage students to produce anything from research papers to films, theatrical productions to travel logs, op-eds to photo essays, manifestos to short

stories. The limits of what may be assigned as a form of assessment is as varied as the subjects and skills we seek to empower in our students. Vanderbilt's Center for Teaching has an ever-expanding array of guides on creative models of assessment that are present below, so please visit them to learn more about other assessment innovations and subjects.

Brown, Sally, and Peter Knight. *Assessing Learners in Higher Education*. 1 edition. London ;Philadelphia: Routledge, 1998. Print.

Henderson, Euan S. "The Essay in Continuous Assessment." *Studies in Higher Education* 5.2 (1980): 197–203. *Taylor and Francis+NEJM*. Web.

Kuh, George. *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, American Association of Colleges & Universities, 2008. Web.

QUALITY ENHANCEMENT PLAN

Hear Ye, Hear Ye!

On-Site (Virtual) Visit
On October 5 – 8, 2020, FTCC will virtually host the visit of a team of external reviewers who are also peers, working at colleges and universities in the SACSCOC region. This On-Site Review Committee will try to resolve any Compliance Certification issues which were not explained thoroughly by the Focused Report, and they will focus their attention on the Quality Enhancement Plan (QEP).

During the visit, the On-Site Review Committee may request to meet with individuals or groups of people (students, faculty, or staff) to understand specific issues related to compliance or the QEP. **Please mark October 5 - 8 on your calendar and be flexible and readily available should the Review Committee ask to work with you during this time period. There may be interviews scheduled at the last minute, but we expect to have the schedule finalized the week prior to the visit.** Thank you for your flexibility and willingness to meet with Review Committee members during that time!

As part of the reaffirmation of accreditation process, every SACSCOC institution is required
to develop a Quality Enhancement Plan (QEP) which “identifies key issues emerging from
institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the institution.”

The goal of FTCC’s QEP known as C.A.R.E.S is to improve student success by implementing focused career selection in concert with holistic advising for students enrolled at the College.

Coaching: *There are 6 success coaches each assigned to an academic division, Health, Public Service, Engineering and Applied Technology, Business, Computer Technologies, and College Transfer.*

Advising: *Coming soon is a comprehensive advisor training program that will provide advisors with tools to help their advisees beyond course selection and class scheduling. This coincides perfectly with the second Student Learning Outcome of the QEP.*

Realizing: *With the help of the success coaches and Pelocity® students will realize their life goals and be able to choose a degree that matches their interests and abilities early in their academic career.*

Engaging: *Success coaches and academic advisors will work together to provide academic and nonacademic support to students throughout their time at FTCC. Students will have a person they can go to for any kind of assistance they may need.*

Succeeding: *Providing early degree selection and ongoing support, students will be equipped to succeed!*

YOUR FEEDBACK IS NEEDED

The Center for Academic Excellence needs your input! Whether you have read the newsletters; had a coaching session; maybe even participated in the Coffee with the Coach Chat, YOUR INPUT IS NEEDED. Click the button above to submit your feedback.

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Diversity, Equity, and Inclusion

Greetings,

Professional development about diversity, equity, and inclusion can be difficult to deliver in an engaging and participatory manner. Fortunately there are several faculty and staff, at our colleges, that serve as experts on these topics.

Register now for these exciting and informative workshops! Professional development certificates available. You will be sent the Zoom links after registering for the workshops.

Deficit Minded to Equity Mindedness: Fixing the Pond - Level I: This open, accepting, and interactive virtual workshop will explore how to transform from being deficit minded to actualizing more equity mindedness. Learn more about this workshop HERE. Use the link to register for Deficit Minded to Equity Minded on one of the available dates (Sept. 25, Oct. 12, Oct. 23, Nov. 12, or Nov. 20).

Courageous Conversations: This virtual workshop will support adults in having the conversations necessary to make progress on difficult subjects such as race, privilege, bias, stereotypes, and ethnicity. Learn more about this workshop HERE. Use the link to register for Courageous Conversations on one of the available dates (Oct. 19 or Nov. 23).

Recruitment, Retention and Success for Hispanic/Latinx Students: This 3 part series of Zoom Meetings will be facilitated by The College Foundation Inc. and NC Community Colleges. Learn more about this workshop HERE. Use the link to register for Recruitment, Retention and Success for Hispanic/Latinx Students on all three dates, Sept. 24, Oct. tbd, and Nov. 10.

Promising Practices for Faculty and Staff Serving LGBTQ Students: This workshop will highlight the research about LGBTQ students, LGBTQ Terminology, and Gloria Ladsen-Billing's work on equity. Learn more about this workshop HERE. Register here for Promising Practices for Faculty and Staff Serving LGBTQ Students on Oct. 1.

First Generation Student Focus: The First-Generation Seminar will focus on the unique needs of this marginalized population of students across North Carolina. Please join us to learn more about strategies to assist these students as well as upcoming events targeting this population. This seminar is the work of the First-Generation Advisory Committee. Learn more about this workshop HERE. Register here for First Generation Student Focus on Sept. 30.

Thank you,
Susan Barbitta

Executive Director, NC Student Success Center

barbittas@nccommunitycolleges.edu

BLACKBOARD HOW-TO VIDEOS

Not quite sure how to load something into Blackboard? Check out these videos for quick step by step instructions!

Instructors: Building...

www.youtube.com

A set of short video tutorials that help instructors build online courses using Blackboard Learn.

COFFEE WITH THE COACH

When

Thursday, Sep. 17th, 10-11am

Where

Blackboard Collaborate

More information

Grab your coffee and join the Instructional Coaches for a morning chat. This is a great time to share ideas, pose questions and request resources.

https://us.bbcollab.com/guest/2b6df82b335a4511a1b167930b532682

SCHEDULE A COACHING SESSION

Facebook @ourschool

Do you have specific questions you want to have addressed? Would you like a one-on-one conversation with your Instructional Coach to get some ideas regarding instructional strategies?

2201 Hull Road, Fayetteville, N...
contact@ourschool.com
910678-
ourwebsite.org