**Selected Comments from the Fall 2020 Assessment Survey**

The hard part is to shift the thinking about the purpose of assessment. We needed to write rubrics and think about what is most important for students to learn. How can they demonstrate their learning in ways that are not "google" capable?

It takes 4x the effort and 10x the time to create the same lecture with video tools and captioning. There is NO shift to address this burden on faculty, or the stress to do a good job with frustrating tools.

It is really disheartening to see the "problems" of fair assessment being listed out like this -- so much suspicious, deficit-thinking about students and their motives.

There’s no way for faculty to duplicate the face-to-face classroom experience in our limited home environments which lack the direct/indirect support, resources and tools. Our home environments were not developed or constructed for remote teaching. They would require substantial investment for ergonomic setup, sufficient audio and video equipment, electronic desk riser, dry board, file storage and movement. No privacy. Mental health and wellness are severely impacted.

Our biggest problems are:

Student's home environments interfere with full engagement with classes.

None of the virtual simulation tools give us a good assessment of how the students are learning. Students with deficits do not have a chance to see their deficits.

We are gaining an appreciation for face to face teaching and learning.

A lot of my colleagues wanted to keep the same exam format they were using on-ground: proctored, timed, closed notes exams. Their approach to assessment is inflexible and antiquated. They were/are unwilling to explore alternative forms of assessment.

I feel like I have heard the term "authentic assessment" used as a solution to our problems with trying to assess in this online environment. However, I have been to several workshops now and hardly any of the conversation seems to be solution oriented. Mostly the conversation moves to equity and how any kind of solution to online assessment contributes to inequity. The only real example of how to "authenticly assess" was to change problems so they are in the context of students real lives and or local community. That is great, and a valid way to make assessment more meaningful but it does very little to take care of the issues that math and the sciences are having with assessment. We are not trying to be difficult, or make things hard on our students but we do think that accountability is important because the nature of our disciplines is that classes build on each other. If a student is lacking the foundation of a previous class it matters. I hope this makes sense. I don't want to come across as negative, but the fact remains that we don't have any real solutions to accountability yet.

I feel like online assessment is largely a joke. I also feel we were/have been given 0 guidance on this topic. Most of us have not taught in the online sphere and it feels like we have been forced into it and left to fend for ourselves: no standards, no guidelines, no best practices. I'm grateful to my colleagues because I feel abandoned by the college and especially the district.

I see no significant assessment difficulties that already did not exist in both F2F, Hybrid, Online environment prior to the mandatory Online Environment.

Online Learning is not ideal for the overwhelming majority of our students and we should get back to on the ground teaching and learning asap.

I am worried less about their learning and assessing, rather than their lives (health, society, political, air quality, employment, housing, hunger) falling apart.

We are all (faculty and students) learning as we go along. Some things appear to be going well. Other areas could undoubtedly use improvement.

**Some Solutions Identified**

I provide performance-based assessments that ensure student completion: oral presentation, flipgrid recordings, multiple drafts of writing, etc.

Last semester I realized that closed book exams were just not feasible. Cheating was rampant. So this semester I switched to open book, open everything. But this requires a totally different type of assessment. I haven't had time to make a big switch of all my assessments.

In my opinion, knowing how to structure online assessments is a function of training. In my case, I've taught online for three years and have completed most of the @ONE training courses. So, I am the exception rather than a typical respondent.

I use the plagiarism tools for Canvas and the timing feature on quizzes. Students love the plagiarism tools because they can see exactly what they need to paraphrase and rewrite. I make the online quizzes as learning tools. Students can compare their answer with the correct answer and then take the quiz again. It's too bad this survey doesn't have a list of positives. There are so many. If we go back face-to-face, I'll still use Canvas for ALL of my assessments. Thanks for the quick survey!

In my discipline, I decided to move to online video recording for ESL speaking assessment and writing assignments rather than the typical multiple-choice quizzes.

MyOpenMath was created by math professors in Washington to teach online. It allows all the notation, graphs and tables needed to teach mathematics online. Because I have created three canonical courses within MOM, it is free to all students and faculty within Los Rios!

I had access to a professional Soldering organization that sets the standards for this discipline and I was able to utilize its teaching resources. Because of a transition after the last semester had started, students had already completed sufficient lab work; so online work was sufficient.

We need to get our head out of the old-world view that learning assessments have to require memorization & regurgitation. There are SO many exciting and innovative ways to take advantage of resources we could not use before. For example, I have made much more use of Google Earth, a resource that was not available in my face to face class.

Thanks for addressing this! @ONE has some great materials on authentic assessment!

The national unrest over summer 2020 was important to address in college classes as possible. Switching lecture and content already prepared was a huge challenge to switch in 1 week.

It was WORTH it. Best class EVER, but was so much work, and probably many instructors could not adapt as they could live.