

 TLPEC TIMES

April 2025 Edition

Tethered Outcomes Add Meaning

Jeremy Quick Demos Virtual Musician Course



Jeremy Quick, Music Industry Instructor, recently demonstrated his online course, the Virtual Musician, to fellow faculty in an effort for faculty to learn different tactics from one another. A key feature of Quick's course is his implementation of **Canvas outcomes**, where all assignments are directly linked to a specific learning outcome. By applying course standards to rubrics, instructors can then use these rubrics on every assignment and quiz, making grading more straightforward. This approach allows instructors to clearly see how students are progressing towards specific learning goals throughout the course and allowing students to understand why they are asked to do a certain task in a course.

Quick's use of outcomes offers several potential benefits for faculty at Chadron State College. Integrating outcomes can help instructors align their assignments with important skills and knowledge students should develop. This can lead to a more focused and purposeful learning experience for students. Furthermore, Canvas provides tools for instructors to create their own outcomes or potentially import them. While Chadron State College is in the process of loading institutional and departmental outcomes into Canvas (not yet done but in planning stage), individual faculty members can still **begin to utilize course-level outcomes in their own shells**. This can provide valuable insights into student learning and potentially streamline assessment processes.

By considering how Quick has linked his assignments to specific outcomes, other faculty can start thinking about the key skills and knowledge they want their students to gain and how they can use Canvas outcomes to track and assess this learning effectively. This proactive approach can contribute to a more transparent and outcomes-focused educational environment at Chadron State College.

Upcoming Faculty Showcases



Combined Courses

Friday, April 25 at 8 a.m. in LLC 111 Dr. Joanne Hayes, Assistant Professor in Education, will demonstrate a class that has proven effective for both her and her students. The course she will be presenting is a combined course that is designed to serve both undergraduate and graduate students in the same course shell.



Online 8-Week Course

Monday, April 28 at 3:30 p.m. in LLC 111 Dr. John Ritzen will present a class he structured for an online 8-week session. Dr. Ritzen has a simple design and has noticed that this has helped not only him facilitate the course, but it also has proven to get consistent student participation.



Faculty are core to the success of this institution. The TLPEC would like to showcase more instructors, like Jeremy Quick, Dr. Joanne Hayes, and Dr. John Ritzen and their approaches to course design. If you are interested in sharing what you do, please contact TLPEC@csc.edu.

Congratulations '24 - '25 New Faculty!



Back row: Anne Semrau (FCS), Dr. Carrie Stiefel (PSYC), Dr. Sam Herley (HIST)
Front row: Dr. Teri Marrow (COUN), Dr. Md Khadimul Islam (CA), Dr. Myers Enlow (ENG)
Not Pictured: Dr. Jessica Meyers (CJ)

Seven Finish First Year Teaching at Chadron State



The NFO Program: The New Faculty Orientation (NFO) for the 2024-2025 academic year consisted of several sessions designed to support the new faculty. The Kickoff Meeting introduced new faculty to campus priorities and the main areas of faculty evaluation: teaching, scholarship, and service. This initial session also covered essential tasks such as defining goals, drafting syllabi and office hours, accessing campus systems for communication (Microsoft Office 365), grading and advising (MyCSC), online teaching (Canvas), and human resources (Firefly). Participants could also request instructional technology support and training and learn about registration procedures and the student population. Later meetings focused on academic support services for students, including the TRIO-Project Strive Program and resources from Academic Success Services like tutoring, learning about how to refer students for academic accommodations, the importance of reporting mid-term grades, information about rank/promotion/tenure, and expectations for faculty advising. The final session this month connected the new faculty with potential educational opportunities involving CSC alumni and provided a space for the cohort to share helpful teaching methods they observed in their fellow cohort's courses as each new faculty member observed another member's course.

Successes: Throughout the 2024-2025 academic year, new faculty members reported various forms of support from the NFO program. For example, one faculty member received help with setting up online exams, demonstrating the practical technology assistance provided. Another faculty member found the session on rank promotion and tenure particularly valuable for future planning. Many new faculty appreciated learning about campus resources and support personnel, which helped them navigate their new environment. Some faculty specifically mentioned improving their use of Canvas for their courses as a direct result of NFO sessions. In terms of accomplishments, this year's cohort had many things to celebrate including being involved with an international conference, obtaining a book contract, receiving positive feedback on courses they had never taught before, and highlighting early career successes.

Future Plans: The Teaching, Learning, Professional Education Center (TLPEC), which facilitated the NFO, aims to continuously enhance the program. To ensure the NFO remains relevant and beneficial, TLPEC encourages existing faculty to share suggestions for topics they believe would be valuable for new faculty to learn. Faculty members with expertise in specific areas are welcome to volunteer to present on these topics during future NFO sessions, allowing shared knowledge and which will contribute to the development of their new colleagues. Please contact TLPEC if you would like to volunteer to present or have ideas for future sessions.



TLPEC has created a dropdown menu of Canvas resources which offers a curated list of answers to questions posed by CSC educators. Below are topics which recently have been brought up by faculty and are important to share with the CSC Canvas community.

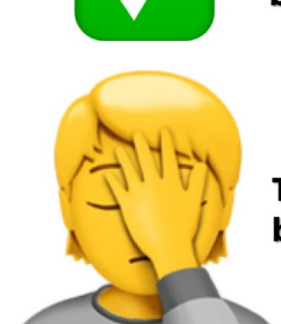
[Canvas Resource Library](#)

Discussion Checkpoints

Separate Due Dates for Posts vs. Replies

Students who don't read the instructions can easily miss that they need to do multiple posts to Discussions throughout the week. Now, Canvas allows you to set "Discussion Checkpoints" for original posts and replies so the student is reminded on the Calendar for these separate expectations. You can also assign separate point values for these tasks to enhance your grading procedure.

[Watch our video to learn how to set this up!](#)

Original Post
by WednesdayTwo Replies
by SundayIt's ALL
On the
Calendar
Now!

Anonymous Grading

For Surveys & Bias Removal

This time of year, many instructors send out their own student feedback surveys. The Anonymous Grading feature in Canvas might help you gain more authentic responses and leverage Quizzes for data collection.

[Watch our video to learn how to turn this on!](#)

Multiple Hot Spots

LOOK for the right answers.

New Quizzes features Hot Spot questions, which enable visual interactivity. A recent Canvas update allows you to set **multiple** correct hot spots for one image, expanding the visual acuity and thinking required.

[Watch our video to learn how to set this up!](#)

Your Time is Valuable
We Can Reduce the Load

How Instructors Have Used the TLPEC This Year

- Transferring course content
- Converting paper tests to Canvas
- Building question banks
- Creating instructional videos
- Designing page and assignment templates
- Embedding publisher materials
- Course reviews & consultations
- Developing courses
- Research & testing edtech tools
- Setting up Zoom sessions
- Troubleshooting issues and working with students
- Converting paper rubrics into digital rubrics within Canvas



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