



▶ CAR ARE DUE MONDAY, MARCH 16, 2020. ALL MATERIALS ON MOODLE ARE UPDATED AND CURRENT!



▶ THE HIGHER LEARNING COMMISSION (HLC) ACCREDITS AND THEREBY GRANTS MEMBERSHIP IN THE COMMISSION AND IN THE NORTH CENTRAL ASSOCIATION, DEGREE-GRANTING POST-SECONDARY EDUCATIONAL INSTITUTIONS IN THE NORTH CENTRAL REGION. SANDBURG'S ACCREDITATION VISIT IS SCHEDULED FOR SPRING 2021.



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

Sandburg

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# ASSESSMENT News

ENHANCING THE LINES OF COMMUNICATION TO ENRICH  
INSTITUTION-WIDE ASSESSMENT

## Can Online Classes Create Better Teachers?

By KYLIE PRICE  
Assistant Dean of Assessment

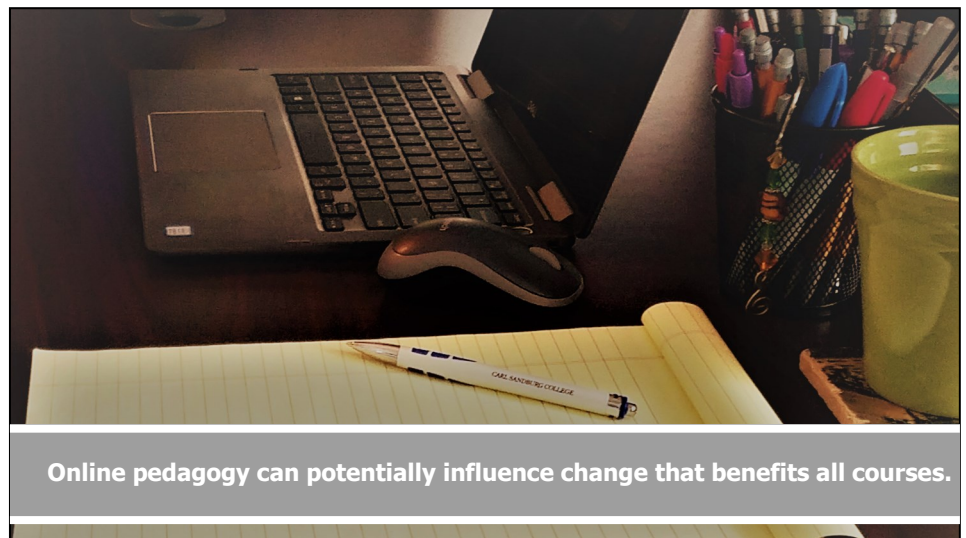
Can teaching an online class lead one to become a better teacher? Current research suggests it just might.

According to Kevin Gannon, a National Institute for Learning Outcomes Assessment writer, "We've found that elements of online pedagogy not only help us become better instructors in a fully digital learning space, but better at the craft in general."

In ways, that theory makes sense—right? Teaching online, and the preparation it takes to do so, certainly isn't for the faint of heart.

Jill Johnson, Sandburg Assistant Professor of Psychology, agrees with this perspective. She says, "Online teaching requires you to rely more on your words and less on body language and/or intonations ..."

Johnson elaborates on why online pedagogy can be so challenging: "Having a conversation with a student face to face is much more efficient, effective, and personal than having email conversations, which can easily be misinterpreted



Online pedagogy can potentially influence change that benefits all courses.

regarding 'mood of the statement.'"

Gannon too struggled with this lack of face-to-face connection with his students: "Without my usual methods ... I had to rethink the types of questions I was asking to spark discussion ..."

It's that very struggle, however, Gannon argues makes one a better teacher in any environment.

Again, the premise is a logical one. Online teachers put in a lot of work to anticipate what their students need, and that pedagogical adaptation can thus

permeate into one's other courses.

Gannon further argues, "You're on shaky pedagogical ground if you assume students understand why you want them to do certain things in the classroom, merely because that's the way you've always done them—even if the practices are good ones and come from the best intentions."

This pedagogical philosophy is the foundation of outcomes assessment, but do students actually *like* their online courses?

**Read the next issue to uncover the student perspective!**

# ASSESSMENT News

## PROPOSED: Clarifying the Intention of GEO 3

The OAC recommends updating GEO 3 from Cultural Diversity to Liberal Arts and Cultural Literacy.

Utilizing the GEO data from the *Annual Assessment Report: 2018-2019*, this proposed update of the third GEO will embrace the former one and will also be more inclusive of humanities and fine arts courses. Ideally, this update could encourage more faculty to assess this GEO and could generate more accurate data.

The holistic rubric is basically the same—the only update will be the GEO itself up in the corner!

GEO 3: Liberal Arts and Cultural Literacy Rubric <i>Demonstrate an awareness of human values and how they are expressed in the liberal arts.</i>	
DESCRIPTOR	SCORE
The student incorporates knowledge of diverse ideas and perspectives.	<b>A Excellent</b>
The student demonstrates knowledge of diverse ideas and perspectives.	<b>B Very Good</b>
The student demonstrates knowledge of diverse ideas and perspectives.	<b>C Good</b>
The student attempts to build upon knowledge of diverse ideas and perspectives.	<b>D Poor</b>
The student does not build upon knowledge of diverse ideas and perspectives.	<b>F Failing</b>

**LET'S VOTE!**

## “Taking Charge of Hunger” in My Classroom Prompted a Valuable Yet Frightening Assessment

By KYLIE PRICE  
Assistant Dean of Assessment

The “Taking Charge of Hunger” initiative planted a seed in my head during the last Faculty Assembly.

According to the Sandburg flyer, “11,130 individuals identified as food insecure in Knox, Warren, and Henderson counties.”

That number is overwhelming to me—and downright frightening.

As a member of one of those identified communities, I struggled hearing that number.

As a faculty member, I started thinking about how this affected my students directly.

As a mother, I thought about what I could do to help.

It’s important to note that I wasn’t

looking for a CAR idea when I went to class on Thursday, Sept. 26 with food, but I certainly left with one.

My ENG 097 students are great students. They’re actively engaged, and they’re actually reading ahead on their own! They’re fantastic.

These actively engaged students struggle with quizzes though.

After September’s Faculty Assembly, I had an idea: I was going to bring food to class on the day of my ENG 097 students’ next quiz. If so many individuals identify as food insecure, surely, coming to class with food couldn’t hurt.

I didn’t make any other changes whatsoever. This quiz was just like the previous three: multiple choice vocabulary questions and short answer comprehension questions. Our

preparation for this fourth quiz, likewise, was the exact same.

The only difference was I fed them during the quiz.

That’s it. That’s the change.

And they did better.

One student in particular went up an entire letter grade. The others’ improvements weren’t as drastic, but everyone improved.

Perhaps it was the atmosphere that yielded those results. After all, food can relax people. It relaxes me.

One thing’s for sure: I’m gathering more data.

At first, I didn’t think I did anything pedagogically different, but I did. Many of us identify with the pedagogical philosophy of beginning where our students are—but what if they’re just hungry?