



*Livertext Assessment Results: Information*

*Literacy*

*Discussion of Information Literacy Results*

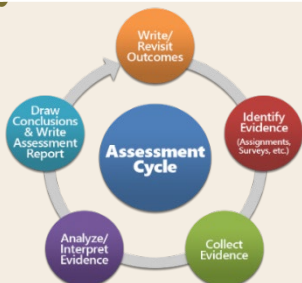
*Ares for Improvement: Knowledge of*

*Diversity*

# Assessment

Insight into Quincy University's Culture of Assessment April 2022

## Cycle of Assessment



The following BP Learning Outcomes will be assessed during the 2021-2022 Academic Year:

1. Knowledge of Diversity
2. Critical Reasoning
3. Information Literacy

These BP Learning Outcomes will be the focus of our assessment efforts this year; however, we will continue to assess Written Communication, Global Perspective, and Ethical Reasoning (G, E, and W courses). In the meantime, please start thinking about how you achieve these outcomes in your classes. What assignments do you give that will meet these learning outcomes? Send Dr. Rowland your requests for uploading rubrics into LiveText.



## Notes from the Director

This month our focus is on the Bonaventure Program Learning Outcome (BPLO), Information Literacy. During the Fall 2021 Semester, the information literacy assignment was uploaded into 11 LiveText Classes. We had a solid sample of student artifacts as nearly all 11 classes had at least five student artifact uploads giving us a total of 50 artifacts to assess this summer. That is great! After the most recent call for artifacts, we now have 10 information literacy assignments uploaded in LiveText. We need at least 5 more.

Information literacy is one of the easiest BPLOs to identify as we are looking for a research paper assignment that incorporates at least three outside sources. If you assign a research paper, please email me so that I can upload the information literacy assignment rubric into your LiveText classes.

During the spring semester we are also continuing our assessment of knowledge of diversity and critical reasoning. If you have your students complete an assignment that meets knowledge of diversity or critical reasoning (or maybe both) let me know and I will upload the assignment(s) into your LiveText course(s).

Thank you to those who attended the AAC Assessment Workshop on critical reasoning, which was held on Thursday, March 24. We had great conversation about this BPLO, and participants came away with ideas on how to identify a critical reasoning assignment in their classes.

As we near the end of the semester it is important to have students upload assignments to LiveText. I can come to your class to assist with this if you would like. Also, don't forget to submit your Program Assessment Reports for the 2020-2021 Academic Year and any prior years that are missing.

Barb



## Information Literacy>>>>

Each month the newsletter will focus on the assessment results for one of the BPLOs we assessed last year. These results were gathered from analyzing assessment data entered in LiveText. Approximately one hundred forty-nine information literacy artifacts were evaluated by at least three assessors during QU's 2021 Summer Assessment Institute. Student artifacts were scored using the AAC&U Value Rubric. The overall results of those evaluations are provided in the following chart. A discussion of the results is provided in the next section of the newsletter.

	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet 0
<b>1. Determine Extent of Information Needed</b>	40.94%	30.87%	18.2%	2.01%	8.05%
<b>2. Access Information</b>	40.94%	26.17%	22.82%	2.01%	8.05%
<b>3. Evaluate Information &amp; Sources</b>	38.26%	33.56%	14.09%	4.70%	9.40%
<b>4. Use Information Effectively</b>	38.26%	36.91%	12.08%	4.03%	8.72%
<b>5. Use &amp; Assess Information Ethically</b>	42.95%	31.54%	9.40%	6.04%	10.07%

### IMPORTANT ANNOUNCEMENT

#### 2022 Summer Assessment Institute

The second Quincy University Assessment Institute will be held June 21 and 22.

Twelve assessors from across the QU Community will attend training and then assess student artifacts submitted to LiveText during the Fall 2021 and Spring 2022 semesters. Day one will focus on rubric calibration and understanding the AAC&U Value Rubrics as well as the assessment process within LiveText. The assessors will become certified scorers prior to examining and assessing student artifacts that have been uploaded into LiveText. If you are interested in being one of the twelve assessors, please email me. There is a \$50 stipend per day. We have 11 assessors and are in need of one more.

### Information Literacy: Discussion of Results

Our students scored the strongest in this Bonaventure Program Learning Outcome. The overall results indicate that most students scored within Capstone 4 and Milestone 3. When examining the results using the class status filter (fresh, soph, etc.), a marked increase in scores from freshmen to seniors is noted in the first four criterion listed on the information literacy rubric. Scores were a bit higher for freshman than seniors in criterion 5. The full table of scores for each class will be available in the Information Literacy Assessment Report. In the previous two BPLOs (critical reasoning and knowledge of diversity), we were not able to achieve inter-rater reliability; however, a more consistent breakdown of scores among evaluators was achieved in the information literacy BPLO. We might attribute this to a better understanding of the Information Literacy AAC&U Value Rubric. Unlike critical reasoning and knowledge of diversity artifact submissions, we had a solid sample size of freshman (39), juniors (26), and seniors (52), with the least number of artifacts from sophomores (18). This information gives us much to consider. Per our HLC requirements in assessment, we must not only reveal the data, but demonstrate that we have used the data to make improvements. More information on possible improvements will be forthcoming.

# ideas to Contemplate...

## Areas For Improvement: Knowledge of Diversity

Approximately sixty-three knowledge of diversity artifacts were evaluated by at least three assessors during QU's 2021 Summer Assessment Institute. Student artifacts were scored using the AAC&U Value Rubric. The overall results of those evaluations were discussed in the previous edition of *Assessment*. The results identified a few key areas that may need to be addressed prior to future assessment of critical reasoning artifacts. The following recommendations for improvement have been suggested:

1. Complete rubric calibration exercises on the first day of the 2022 Assessment Institute in order ensure that evaluators assess student work consistently and in alignment with the scoring rubric. This increases the reliability of the assessment data.
2. Provide additional training for faculty and artifact evaluators on how assignments may meet criterion three (empathy), five (curiosity) and six (openness).
3. Increase the number of artifacts submitted for all class levels through curriculum mapping and the development of signature assignments.
4. Add at least three more evaluators to the 2022 Assessment Institute to even out the assessment workload and alleviate burnout.

Please reach out to me if you have additional suggestions for improvement. We will need to include these target areas in our HLC Interim Report and provide commentary on the success of our improvement efforts.



### More Resources >>>>>

Spring 2020 Faculty Assessment  
Workshop Materials

[https://drive.google.com/file/d/1Uwsirp7IxiG\\_HOg3p2udaKqs7ZJ6Oy63/view?usp=sharing](https://drive.google.com/file/d/1Uwsirp7IxiG_HOg3p2udaKqs7ZJ6Oy63/view?usp=sharing)

Checking Student Uploads in LiveText:

[https://drive.google.com/file/d/1PdsbBI2lUPIIwm7RSbBpwQ4\\_57PADuHd/view?usp=sharing](https://drive.google.com/file/d/1PdsbBI2lUPIIwm7RSbBpwQ4_57PADuHd/view?usp=sharing)

**Resource for students: Uploading  
Artifacts to a Class in LiveText**

<https://drive.google.com/file/d/1fCSGco1YNxRjDOjS2h41YUwiZmRBSkj/view?usp=sharing>



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