



2019-2020 Assessment Cycle

Leadership

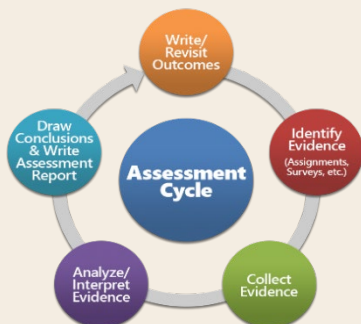
Civic Engagement

Inquiry

Assessment

Insight into Quincy University's Culture of Assessment March 2020

Cycle of Assessment



The following BP Learning Outcomes will be assessed during the 2019-2020 Academic Year:

1. Civic Engagement
2. Inquiry
3. Leadership
4. Critical Self-Reflection-which will be submitted and assessed via the BP e-Portfolio

Please start thinking about how you achieve these outcomes in your classes and send Dr. Rowland your requests for uploading rubrics into LiveText.



Notes from the Director

I would like to remind everyone to start directing students to upload artifacts into LiveText as we are in serious need of artifacts. At this moment, we have **no** artifacts to assess from the fall semester and if we continue on this path, we will not be able to meet our assessment goals this year. Please review the Bonaventure Program (BP) Learning Outcomes we are assessing for 2019-2020 and consider how you may be implementing them in your classes.

This issue of *Assessment* reviews the Bonaventure Program Learning Outcomes we are assessing for 2019-2020. In addition to these outcomes we will also take artifacts for Global Perspective, Knowledge of Diversity, Ethical Reasoning, and Written Communication. If you teach a G, D, E, or W designated course, please have your students upload an assignment from your class into LiveText.

As we move forward in our assessment goals, we will need to provide evidence to the HLC that we are assessing outcomes and making improvements based on our assessment results. To meet this HLC requirement we will need to have a robust set of artifacts. I will be talking more about this at the Spring Faculty Assessment Workshop on March 18th (11:45-1:15) and March 19th (3:30-5:00). I hope to see you at one of these sessions.

Please reach out to me with any questions you may have or for additional resources on any of the Bonaventure Learning outcomes we are assessing this year.



Civic Engagement>>>

What does Civic Engagement encompass? According to the AAC&U (2009) civic engagement involves working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community through both political and non-political processes.

Possible Activities Include:

- Student involvement in college governance



- Researching current issues in local communities, the country, and the world and developing feasible solutions to these issues through video presentations, speeches, debates, and panel discussions
- Mock trials
- Involvement in clubs and organizations/Service-Learning Projects

- Interacting with institutions representative of democracy

To assess this learning outcome, we will use the Civic Engagement Value Rubric presented by the AAC&U (2009). Please remember that the language in the rubrics is formal and dense. Don't get caught up in the formalities of the language. Your class activity may not be an EXACT match for each criterion in the rubric. It is okay to be "close." We don't expect our students to meet or exceed in every category. It is acceptable to be a "work in progress."



Leadership Learning Resources

How to Evaluate Group Work?

<https://teaching.cornell.edu/resource/group-work-how-evaluate-it>

Cultivating Leadership in the Classroom

https://www.edweek.org/tm/articles/2012/02/14/tln_ferlazzo_leadership.html

Inquiry Resources

Wabisabi Learning

<https://www.wabisabilearning.com/blog/inquiry-based-learning-activities>

The Academy of Inquiry Based Learning

<http://www.inquirybasedlearning.org/links>

Edutopia

<https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>

Leadership Learning Activities



When gathering artifacts for the Bonaventure Program Learning Outcome Leadership, consider work samples or collections of work that come from one (or more) of the following three sources:

- students' own reflections about their contribution to a team's functioning
 - Have students write a reflective piece that discusses their group dynamics and experiences as well as their own leadership skills.
- evaluation or feedback from fellow team members about students' contribution to the team's functioning
 - Have students complete an evaluation of their group members
- the evaluation of an outside observer regarding students' contributions to a team's functioning
 - The instructor could evaluate the group members based on his/her outside observations of group functioning.

The artifact uploaded into LiveText would be the evaluation or feedback form, not the actual group product. For example, I assign my English 111 students to construct a group presentation on effective rhetorical strategies in argumentation. Before submitting/presenting the final group presentation to the class, each group must complete a group evaluation form. Individual members of the group must evaluate one another in terms of group functioning. If I want to use this class activity to meet the BPLO Leadership, I would have students upload into LiveText the group evaluation form or their own reflection piece that discusses their own leadership skills.

ideas to **Contemplate...**

Assessing Inquiry.....

What does Inquiry Mean? The Bonaventure Program Learning Outcome, Inquiry states “Students will investigate issues, questions, works, and/or things and pursue knowledge independently.” According to the AAC&U (2009) lifelong learning is an “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.” When assessing the BP Learning outcome of Inquiry, QU will use the AAC&U Value Rubric “Foundations and Skills for Lifelong Learning.”

Skills and dispositions involved in lifelong learning:

Curiosity

Explores a topic in depth, yielding insight and/or information indicating interest in the subject.

Initiative

Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.

Independence

Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.

Transfer

Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations

Reflection

Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.

- Case studies
- Group projects
- Research projects
- Field work, especially for science lessons



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More Resources >>>>>

Civic Engagement

Academic Senate for California Community Colleges

<https://www.asccc.org/content/beyond-classroom-fostering-civic-engagement-our-students>

American Association of University Professors (University of Cincinnati)

<https://aaupuc.org/civic-engagement-classroom-lesson-plans-teaching-tips-activities/>

Teaching Channel

<https://www.teachingchannel.org/blog/2016/10/24/teaching-for-civic-engagement>

