



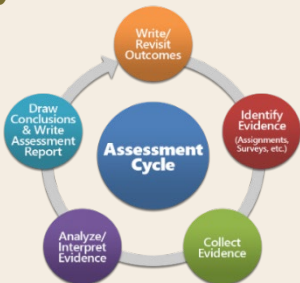
Livetest Assessment Results: Knowledge of Diversity
Discussion of Knowledge of Diversity Results
Ares for Improvement: Critical Reasoning

Quincy University

Assessment

Insight into Quincy University's Culture of Assessment March 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 issue of *Assessment* focuses on the Bonaventure Program Learning Outcome, Knowledge of Diversity. During the Fall 2021 Semester, ten classes were designated as “D” Diversity courses and were then uploaded into Livetest for student submissions. Of those ten classes, we had just one student submission. If all ten courses had at least five student submissions, that would give us fifty student artifacts to assess. We had just one. This is concerning as we need a solid sample size to assess over the summer as part of our HLC requirements. This semester we have fifteen classes designated as “D” Diversity classes and those fifteen have automatically been uploaded into Livetest. Let’s work hard to get at least five student uploads in all fifteen classes which would give us seventy-five artifacts to assess. I know we can do this!

I have uploaded WEDG course assignments into LiveText for the spring semester. Students may begin submitting assignments.

During the spring semester we are continuing our assessment of Knowledge of Diversity, Critical Reasoning, and Information Literacy. If you have your students complete an assignment that meets Knowledge of Diversity, Information, Literacy, or Critical Reasoning (or maybe all three) let me know and I will upload the assignment(s) into your LiveText course(s).

The AAC will be sponsoring an Assessment Workshop focusing on Critical Reasoning, Thursday, March 24, from 3:30-5pm in Friars 204. Light Refreshments will be served. The workshop will be hosted by Dr. Vicky Eidson, Dr. Kimberly Hale, and Mr. Doug Johnson.

Please be sure to submit your Program Assessment Reports for the 2020-2021 Academic Year. We are still missing several reports.

Barb



Knowledge of Diversity>>>>

Each month the newsletter will focus on the assessment results for one of the BPOs we assessed last year. These results were gathered from analyzing assessment data entered in LiveText. Approximately 63 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 Rubrics. The overall results of those evaluations are provided in the following chart. A discussion of the results is included in the next section of the newsletter.



	Capstone 4	Milestone 3	Milestone 2	Benchmark 1	Does Not Meet 0
1.Cultural Self-Awareness	1.67%	43.33%	28.33%	25.00%	1.67%
2. Cultural Worldview	4.76%	26.98%	46.03%	22.22%	0%
3. Empathy	4.84%	30.65%	40.32%	24.19%	0%
4. Verbal & Nonverbal Communication	1.72%	32.76%	41.38%	24.14%	0%
5. Curiosity	0%	18.33%	55%	26.67%	0%
6. Openness	1.67%	40%	40%	18.33%	0%



Knowledge of Diversity Learning Resources

Here are additional resources to help you think about how you may include Knowledge of Diversity assignments in your classes.

Magna Publications

<https://provost.tufts.edu/celt/files/Diversity-and-Inclusion-Report.pdf>

Cornell University

<https://teaching.cornell.edu/teaching-resources/designing-your-course/incorporating-diversity>

University Committee on Diversity, Equity and Outreach

https://newscenter.sdsu.edu/diversity/files/00327-Helping_Faculty_Teach_Diverse_Students.pdf

Knowledge of Diversity: Discussion of Results

The overall results indicate that most students scored within Milestones 3 and 2 and Benchmark 1 with very few students scoring in Capstone 4. When examining the results using the class status filter (fresh, soph, etc.), a slight increase in scores from freshmen to seniors is noted; however, freshmen, sophomores, juniors, and seniors most often fell within Milestones 3 and 2 consistently. The full table of scores for each class will be available in the Knowledge of Diversity Assessment Report. When examining all the filters, a marked difference in scores between evaluators is seen, which virtually eliminates the possibility of inter-rater reliability. Further discussion with the evaluators uncovered difficulty and confusion regarding scoring criterion three (empathy), five (curiosity), and six (openness). Evaluators mentioned they were unsure of how to measure whether a student showed empathy, demonstrated curiosity towards multiple cultural perspectives, or maintained an open attitude by initiating interactions with culturally different others. This confusion led to a range of recorded scores by the evaluators. Similar to the Critical Reasoning artifact submissions, there was a lack of artifacts submitted in the Freshman year, with the most artifacts submitted in the junior year (8 Freshman; 9 Sophomores, 16 Juniors; 12 Seniors). 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: Critical Reasoning

Approximately 144 critical reasoning 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 February 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. Focus on the submission of quality critical reasoning assignments by holding an assessment workshop that will focus on interpreting the AAC&U Critical Reasoning Value Rubric and developing assignments that fit the rubric criteria.
3. Increase the number of artifacts submitted during the freshman and senior years 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/1Uwsirp71xiG_HOg3p2udaKqs7ZJ6Oy63/view?usp=sharing

Checking Student Uploads in LiveText:

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/1fCSGco1Y_NxRjDOjS2h41YUwiZmRBSkj/view?usp=sharing



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