



Quincy University

Looking Back: Dr. Dana Walker

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Assessment

Insight into Quincy University's Culture of Assessment March 2023

Cycle of Assessment



The following BP Learning Outcomes will be assessed during the 2022-2023 Academic Year:

1. Global Perspective
2. Problem Solving
3. Ethical Reasoning

These BP Learning Outcomes will be the focus of our assessment efforts this year; however, we will continue to assess Written Communication and Knowledge of Diversity (D 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.

Guest Columnist, Dr. Dana Walker

Assessment is certainly a key part of any accreditation and accreditation process for an educational institution. But as a practitioner turned academic, I see assessment more similar to Total Quality Management (TQM) movement used in organization to maintain and improve product quality. William Edwards Deming (1900-1993) is widely acknowledged as the leading management thinker in the field of quality. Deming adopted a number of ideas that he synthesized into his 14 points of quality. Deming was instrumental in numerous companies such as Toyota Motor Corporation in becoming a world manufacturing leader known for high quality and reliable automobiles. I won't cover all of Deming's 14 points, but one key point from Deming that transfers to academic institutional excellence is continuous improvement.

Continuous improvement is simply measuring where you are today and setting a specific measurable target at a specific time in the future. Once the new target is reached, you seek to measure the progress and repeat the process with a new aspiration or goal.

In the classroom, I set the goal to have students obtain certain learning outcomes. I typically create a pre-test and post-test to measure the student's process. However, I also measure the overall impact of the assignment and ask myself, "Is there way I could improve the learning experience for the student?" Do I need to revise my methodology or assignment structure? Would the combination of a current relevant video with a structured problem be more appropriate for the learning outcome? I use the formal assessment process with "LiveText" to help me create an internal assessment of the course.

The formalized assessment gives a measurement at a point in time that lets me evaluate the learning process. Are we on track with this course? How could we improve it? Is a change actually necessary or should I focus on another assignment or course that needs improvement? I was actually able to improve my "ethical reasoning" assignment in the capstone Strategic Management course using this process. Assessment like TQM and continuous improvement is structured for cooperation, avoids blame, and redefines issues as opportunities for improvement in the classroom. This leads to a better learning experience for our students and improves intuitional quality.



Year 1 Assessment Results>>>>

LiveText data from 2020-2021 revealed problems within the assessment process rendering the student performance data unreliable. The following issues with the assessment process were noted:

- There was a marked difference in scores between evaluators - Data revealed very little consistency in scoring student artifacts among evaluators.
- Evaluators had difficulty interpreting and applying the AAC&U Value Rubrics - This may have contributed to the varied scores between



- There was a lack of quality artifacts uploaded to LiveText- This was most noted in Critical Reasoning where several artifacts were unable to be scored. There was also a lack of artifacts submitted from sophomores and juniors.

- There was an overall lack of artifacts uploaded to LiveText in all three Bonaventure Program Learning Outcomes (Critical Reasoning, Information Literacy, and Knowledge of Diversity) - There was a combined total of 163 submitted artifacts submitted out of a possible 355 artifacts that would have been available for evaluating had there been at least 5 submitted artifacts for each class.

Based on these results in Year 1, planned changes were established and implemented in Year 2 (2021-2022). Those changes are listed in the next section.



Assessment Open Office Hours

Do not forget, each Wednesday I am holding “Open Office Hours” for anyone who may need help with LiveText, student uploads, identifying a Global Perspective, Ethical Reasoning, or Problem-Solving assignment, or any other assessment questions you may have.

No appointment necessary. Just stop by my office on the 2nd floor Rm 243. I can also provide a Google Meets link for anyone who may need to meet online.

Thank you to those who have taken advantage of the open office hours to learn more about LiveText and assessment.

Planned Assessment Changes for Year 2

During Year two (2021-2022) Quincy University’s assessment efforts focused on making improvements in the areas listed in the previous section of this newsletter to generate more reliable student performance data.

1. Increase the number of student products uploaded into LiveText
2. Increase the number of scorable (quality) artifacts (especially in Critical Reasoning & Knowledge of Diversity)
3. Increase the number of quality artifacts in Information Literacy at Sophomore and Junior levels
4. Increase consistency in scoring among evaluators (Interrater reliability)
5. Establish a more manageable workload for evaluators

ideas to Contemplate...

LiveText Data Results: Year 2



After implementing several changes to the assessment process, year two showed improvement in the following four areas of concern from year one:

- ✓ Total Number of Artifacts Uploaded to LiveText Increased by 36.19%
- ✓ Total Number of Critical Reasoning Artifacts Uploaded to LiveText that were Unable to be Scored Decreased 90%
- ✓ LiveText Uploads in Information Literacy by Sophomores Increased by 55% and in Juniors increased by 76%
- ✓ Overall Consistency in Scoring Among Evaluators Improved 1.5 points

You can access the full data reports as well as the summarized reports here:

<https://drive.google.com/drive/folders/1BRXVdJpS5T11HWtTDTYcoeOuI4d3GbcW?usp=sharing>

More Resources >>>>>

Problem Solving Assessment Workshop Video:

<https://drive.google.com/file/d/16XpcdCsQj1y9-Dhlkb8Vs2f6tKCLgD8J/view?usp=sharing>

Checking Student Uploads in LiveText:

https://drive.google.com/file/d/1PdsbBI21UPIIwm7RSbBpwQ4_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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