



Quincy University

Looking Back.....

BP Learning Outcomes-Problem Solving

Fall Assessment Workshop Video

Problem Solving Rubric

Assessment

Insight into Quincy University's Culture of Assessment November 2022

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, Global Perspective, and Ethical Reasoning (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. Barb Schleppenbach reflects on QU's assessment journey.

It's summer 2004, and I hate assessment.

I hate it because I'm too busy to add one more thing, and because I already evaluate my students very thoroughly, thank you very much, and because—if I'm being honest—I don't really understand it.

But I don't have time to hate assessment in 2004 because the HLC is coming to QU in 2005 to check on our progress in establishing program assessment of student learning outcomes after a frankly dismal showing in 2001. So, I read up and listen to guest speakers, and I collaborate with my Communication colleagues to identify outcomes and collect evidence from student work.

The students aren't exactly in love with assessment either, but when they reflect on the examples in their first portfolios, they realize how much they have accomplished. We all reach a grudging truce with this strange new process.

It's 2007, and the Communication faculty members have changed a few things in response to assessment results.

No time for celebration, though, because it's my job to motivate my fellow unit leaders to identify the learning outcomes in their programs before the full HLC visit in 2009. (Continued on the last page)



Problem Solving>>>> >



Problem solving is the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal (AAC&U, 2009).

Problem Solving artifacts will record the process of solving a problem through systematic means.

Problem Solving Includes:

- Defining a problem
- Identifying strategies for solving the problem
- Proposing multiple solutions to the problem
- Evaluating the various solutions
- Implementing at least one solution
- Evaluation of the outcome (was the problem solved)

Possible Activities Include:

Listed below are five types of problem-solving assignments taken from the website listed at the bottom of the page. Do you have something that may meet one of these examples?

Analytical Problem-Solving: involves breaking down the problem into parts and analyzing each as to get a clear understanding of what is being asked.

Informational Problem-Solving: involves summarizing the problem, making clear exactly what the problem is.

Argumentative Problem-Solving: involves stating a claim about a problem and backing up the claim with supportive evidence.

Reflective Problem-Solving: involves reflecting on a problem and what students have learned.

Expressive Problem-Solving: involves expressing how students feel regarding a situation/problem.

*Information taken from Private Writing Blog February 2022:
<https://privatewriting.net/blog/problem-solving>

To assess this learning outcome, we will use the Problem-Solving Value Rubric presented by the AAC&U (2009).



Fall Assessment Workshop A Look into Problem Solving

With just a few short weeks of the semester left, an in-person assessment workshop seems impossible; so, in place of an in-person workshop, the AAC has developed a Fall Assessment Workshop-Video for you to view at your convenience. The link to the video is provided below. The video is a quick overview of the BPLO problem solving rubric and a conversation about the types of assignments that will fit.

[Fall Assessment Workshop: Problem Solving](#)

Demystifying the Rubric: Problem Solving

The criteria below are the characteristics represented in the AAC&U Value Rubric for Problem Solving. Each characteristic supports effective and appropriate habits of designing, evaluating, and implementing a strategy to answer an open-ended question. Your class activity may not be an EXACT match for each criterion in the rubric. It is okay to be “close.” We do not expect our students to meet or exceed in every category. It is acceptable to be a “work in progress.” Think about class activities that you already assign students in your class that engages students in these characteristics.

Define the Problem: Students will identify a problem and provide background information about the problem.

Identify Strategies: Students will identify and discuss multiple approaches to solving a problem taking into consideration all factors of the problem.

Propose Solutions/Hypotheses: Students will propose one or more solutions to a problem that demonstrates careful consideration of the problem including all ethical, logical, and cultural dimensions of the problem.

Evaluate Potential Solutions: Students will evaluate all viable solutions carefully and thoroughly by including the history of the problem, the logic/reasoning of the solution, and weighing the impacts of the solution.

Implement Solution: Students will discuss the implementation of the solution in a way that explores all factors of the problem.

Evaluate Outcomes: Students will review the results of the solution and identify areas of the problem or solution that may need further exploration.

ideas to **Contemplate...**

Dr. Barb Schleppenbach
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No one would confuse me with an expert on assessment, but my sincere admiration for the teaching chops of my colleagues must convince them that it's worth trying to capture their vision of the ideal graduate in a handful of bullet points. It's a start, which HLC acknowledges. We all know we have a lot more to learn.

For me, that partnership in continuous learning holds the true value of assessment. Some years, it simply confirms what we already know about students. Some years bring surprises—mostly good ones—and some years we gain insights that lead to meaningful change.

But more importantly for me, assessment is a form of teaching. Every year, our students learn by reflecting on their work. They take ownership and develop habits of analysis and self-criticism.

They reimagine a four-year journey with pride that wouldn't be possible without the years of purposeful practice and improvement. Without this final challenge, they might never realize just how well-prepared they are for whatever comes next.

It's 2022. Assessment is still a lot of work, and I'm still not an expert. But one step at a time, I'm putting it together. And, like my students, I appreciate the long, thoughtful look back to see how far we have all come.



More Resources >>>>>

Problem Solving Assessment Workshop Video:

<https://drive.google.com/file/d/16XpCdCsQjly9-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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