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Quincy University

Assessment

Insight into Quincy University's Culture of Assessment October 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.



Notes from the Director

I do not know how it happens, but the fall semester seems to fly by once midterm hits. We are half-way through the semester, and it is time to start thinking about assessment! We have completed our two-year assessment cycle and will provide results from our assessment efforts. The AAC is finalizing their review of the assessment reports for Critical Thinking, Knowledge of Diversity, and Information Literacy. The reports will soon be made available to the university community.

Our next two-year assessment cycle will focus on assessing the following Bonaventure Program Learning Outcomes (BPLOs): Global Perspective, Ethical Reasoning, and Problem Solving. Today we begin our campaign to collect a solid sample of student artifacts for each one of these BPLOs to produce three quality assessment reports that will continue to meet our commitment to improving student learning as well as continuing HLC requirements.

We have made progress in obtaining student artifacts. We saw our submission rates increase in at least two of the BPLOs we assessed last year. We must build on that momentum. We have heard over the past two years from faculty that part of the difficulty of obtaining student artifacts is understanding what types of class activities will qualify for the BPLOs we are assessing. The coming issues of *Assessment* will break down the criteria in each of the BPLOs we are assessing this year beginning with Global Perspective.

We are assessing two of our WEDGE course learning outcomes (Global Perspective and Ethical Reasoning); however, we will continue to seek uploads for Written Communication and Knowledge of Diversity. I have already uploaded the AAC&U Value Rubrics for all G and E courses (in addition to the E and W courses). If you do not teach a G or E designated course, but assign an ethical reasoning or global perspective assignment, please let me know and I will upload the appropriate rubric to your LiveText class. Additionally, if you assign a problem-solving assignment, let me know so that I can upload the AAC&U Value Rubric to your LiveText class.

I know there are some amazing and innovative activities happening in your classes.



Global Perspective>>>> >>>

What does it mean to have a Global Perspective? According to the website Global Education (2018) having a global perspective involves integrating multiple dimensions, perspectives, and citizenships into our way of thinking. A global perspective is a set of ideas that work to enhance one's perception of the world. There is a connection between the BP Learning Outcomes, Knowledge of Diversity and Global Perspective. Knowledge of Diversity encompasses attitudes and skills that support interaction in a variety of cultural contexts. A Global Perspective explores global issues from diverse world views. To achieve a global perspective, one must first have knowledge of diversity.

A Global Perspective Includes:

1. The ability to identify and investigate different opportunities for action and participation.



2. The ability to consider the consequences of actions for oneself and for others.
3. A willingness to be involved in action to support desirable outcomes.
4. A willingness and capacity to cooperate with others.
5. A capacity to reflect on and evaluate forms of action.

Action may be personal, based within a local community or as part of a global community.

Possible Activities Include:

- investigating projects and initiatives to improve access to water and sanitation for communities in need and explore the importance of community involvement in helping to achieve lasting change.
- Developing an awareness of their rights and the access to rights that children in other countries have.
- calculating personal water use and the water use, distances and surface areas involved in accessing water and volumes of various water storage containers for people in developing countries.
- investigating various kinds of disasters to develop an understanding of their causes, effects, and the types of assistance people and communities need to recover.

To assess this learning outcome, we will use the Intercultural Knowledge and Diversity Value Rubric presented by the AAC&U (2009).



Fall Assessment Workshop

The AAC is developing a Fall Assessment Workshop. The date and time will be announced shortly.

The focus of the workshop will be on introducing the three new BPLOs we are assessing this year (Global Perspective, Ethical Reasoning, and Problem Solving), providing time to discuss the types of assignments that meet these BPLOs, and working together to identify your own assignments that may meet these BPLO requirements.

Look for an email with more information coming soon.

Program Assessment Reports

We are still missing several Program Assessment Reports from the following years: 2019-2020, 2020-2021, and 2021-2022. The HLC Criterion 4 Team is beginning to revise the Criterion 4 portion of our HLC assurance argument.

Part of our discussion will need to focus on our commitment to program assessment reports. We will need to show evidence that we are consistently collecting, evaluating, and providing feedback for the program assessment reports. COVID may have created some difficulty in completing your program assessment reports over the past couple of years; however, that does not mean that we do not have to submit a report.

The report would still need to be submitted with as much detail as possible and should include an explanation of what the complications were and why a program assessment report was not able to be developed or why only a partial report was possible. If necessary, two years can be combined into one report.

If you have any questions about how to proceed in submitting your missing program assessment reports or if you would like more information on what reports are missing, please email me.

ideas to Contemplate...

Signature Assignments

We must continue our efforts to increase student artifact uploads in Livetext. We tend to see more uploads in spring compared to fall. I know that we can improve upon these numbers this semester. While we are getting better, assessors during the QU Summer Assessment Institute, noticed that some of the assignments uploaded did not always meet the criteria of the specific Bonaventure Program Learning Outcomes we were assessing. For example, the assessors were unable to assess several submitted artifacts for critical reasoning because the assignments did not meet the requirements as listed in the AAC&U Critical Reasoning Value Rubric.

In speaking with a few faculty members at the Spring 2022 assessment workshop on critical reasoning, the idea of developing signature assignments was mentioned. The AAC&U believes that signature assignments are beneficial to the assessment process as they help to take the pressure off faculty when it comes to identifying assignments that meet the BPLOs. According to the AAC&U signature assignments are “assignments (typically given in courses) that have been adopted...to assess *general education learning outcomes*.”

Signature assignments related to a specific learning outcome are given in all sections of the course to which it is related each time the course is offered. Some of this is already taking place in many QU programs. Many programs require specific assignments (or at least one specific assignment) in all sections of a particular course. Creating signature assignments for the BPLOs would be similar. The development of signature assignments is something to contemplate as we continue to improve upon our assessment processes. The AAC is working to provide more information about signature assignments and how they may help us establish a more robust sample of artifacts each semester. I have included the AAC&U resource on signature assignments below.

AAC & U

<https://www.otis.edu/sites/default/files/SIGNATURE-Assignment-Tool.pdf>



More Resources >>>>>

Spring 2020 Faculty Assessment Workshop Materials

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

Resource for students: Uploading Artifacts to a Class in LiveText

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



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