



Quincy University

Assessment

Insight into Quincy University's Culture of Assessment September 2022

Cycle of Assessment



The following BP Learning Outcomes were assessed during the 2020-2021 & 2021-2022 Academic Years:

1. Knowledge of Diversity
2. Critical Reasoning
3. Information Literacy

We have gathered two full years of data via LiveText and will provide three complete assessment reports for the QU Community and HLC.



Notes from the Director

Welcome Back! I hope you enjoyed your summer. It was very lonely on the second floor; so, I am glad to have everyone back!

We have been busy in the assessment office! During June we held the second Quincy University Assessment Institute where we were able to assess all the student artifacts submitted to LiveText during the Fall 2021 and Spring 2022 semesters. This was a huge accomplishment. I am so thankful to the 12 faculty volunteers who put in some hard work during that entire week. We now have data from 2020-2021 and 2021-2022 in the areas of Critical Reasoning, Information Literacy, and Knowledge of Diversity. The Academic Assessment Committee has examined the data and is now finalizing the three assessment reports requested by HLC. I will be providing more information about those reports as they become available.

This edition of *Assessment* provides a summary of our work over the last year. I hope you can see how far we have come. While we still have work to do, we should take some time to celebrate our accomplishments, reflect on our goals, and plan for the next steps in our assessment processes. Quincy university has come a long way in building a culture of assessment. We have accomplished so much and achieved success in many areas. I thank you all for your help, support, and participation in our assessment efforts.

Have a good year!
Barb



BPLO 2021-2022 LiveText Uploads>>>>>>>>>

During Fall 2021 and Spring 2022 we lobbied for more classes to be uploaded into LiveText. In general, we typically get more uploads in the spring. Overall, we had an increase in the classes that requested LiveText uploads; however, our actual uploads remained rather low in a few of the BPLOs.; however, we did see a significant increase in uploads for Critical Reasoning and Information Literacy. The chart on the right summarizes our 2021-2022 LiveText upload totals. The first column identifies the BPLO. Column 2 identifies the number of classes identified as having an activity meeting that BPLO. Column 3 identifies the number of possible artifacts we would have to assess if at least 5 students uploaded in each identified class. Column 4 identifies the actual number of uploads we had followed by the percentage of participation.

BPLO	No of Classes	Possible Uploads	Actual Uploads
Written Communication	101	505	136 (27%)
Global Perspective	35	175	28 (16%)
Ethical Reasoning	18	90	25 (27%)
Critical Reasoning*	33	165	102 (61%)
Knowledge Diversity*	29	145	22 (15%)
Information Literacy*	28	140	102 (72%)

For example, we had 101 classes identified as having a Written Communication component. If at least 5 students uploaded in each class, that would give us a total of 505 possible artifacts to assess. We had only 136 uploads which is a 27% participation rate. Overall, our participation rates are low except Critical Reasoning and Information Literacy. This is something we will need to continue working on as we move forward. Thank you for your hard work!

2022 Summer Assessment Institute>>>>>Update

The second Quincy University Assessment Institute was held June 21 and 22.



Twelve faculty assessors worked both days (and beyond) assessing student artifacts submitted to LiveText during the Fall 2021 and Spring 2022 semesters. On day one of the institute, assessors successfully completed Rubric Calibration and Assessment Training, which qualified them to score work sample artifacts on behalf of Quincy University's Assessment Institute. After becoming certified scorers, the assessors began examining and assessing student artifacts that had been uploaded into LiveText.

As part of our HLC requirements, QU must produce three assessment reports in three different learning areas of our Bonaventure Program. Over the past academic year, students have uploaded artifacts into LiveText that meet the BPLOs we assessed over the past two years (Critical Reasoning, Information Literacy, and Knowledge of Diversity). Participants also assessed Ethical Reasoning, Global Perspective and Written Communication. All submitted artifacts were scored. Using LiveText analytics we were then able to generate data for the three BPLOs and compare that data to the previous year. Not only did the data provide insight into how our students are performing in Critical Reasoning, Knowledge of Diversity, and Information Literacy, but we also learned more about our assessment processes. More information about what we learned and how our students are performing will be forthcoming.

I want to thank our assessors (listed below) for their hard work and input on the assessment process.

Dr. Dana Walker-Assessment Committee Member
 Dr. Jayme Peacock- Assessment Committee Member
 Dr. Nathan Averbeck
 Ms. Heather Keller-Giltner
 Ms. Staci English
 Dr. Christine Damm

Ms. Christina Priebe
 Ms. Nora Baldner
 Dr. Jonathan Miles
 Dr. Justin Coffey
 Dr. J. Matt Ward
 Mr. Karl Warma

The assessors were paid a \$100 stipend for the two-day institute.

ideas to Contemplate...

BPP 410: e-Portfolio Reflection

As the instructor for the BPP 410 ePortfolio class, I have the opportunity to examine the artifacts students upload to their portfolios as well as the Critical Self-Reflection essays submitted as the final piece of the Bonaventure Program e-Portfolio. The artifacts, as you know, represent students' engagement with the Bonaventure Program Learning Outcomes, while the Critical Self-Reflection essay asks students to think about those artifacts and the outcomes they demonstrate, and then reflect on how those specific artifacts and learning outcomes have shaped their learning experiences and have prepared them for life outside of QU.

Examining the student artifacts and reading the Critical Self-Reflection essays is so interesting and rewarding. Over the past two years I have conducted an in-depth qualitative study that explores the student learning experience at Quincy University as it relates to the Bonaventure Program Learning Outcomes to better understand students' attitudes about their learning experiences during their time at Quincy University and the connection to the Bonaventure Program. We will include this study as part of our HLC assessment data and will make it available to the university community when it is completed. For now, I wanted to share a few things that have become evident from the study.

In general, students believed that their time at Quincy University was worthwhile. They viewed their experiences with the BPOs as fundamental in shaping them into the people they are today. They considered their experiences as essential in helping them to be their "best selves." Furthermore, students expressed confidence in their growth as learners and felt fully prepared to enter their chosen career fields. Additionally, students perceived their experiences as being influential in developing their abilities to become leaders who can enact social change.

Wow! How powerful! I cannot wait to share the finished report with you. ☺



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More Resources >>>>>

Faculty LiveText Course Assessments:

https://drive.google.com/file/d/1ajTWRa9gQpSBc5h_mA1r_s9V7jLXYhnQ/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

