Issue 3

Quincy University

Assessment

Insight into Quincy University's Culture of Assessment February 2019

Cycle of Assessment

The following Bonaventure Program (BP) Learning Outcomes are being assessed during the 2018-2019 Academic Year:

1. **Global Perspective**
2. **Knowledge of Diversity**
3. **Franciscan Values**
4. **Civic Engagement**

This issue of *Assessment* will focus on the BP Learning outcome, Civic Engagement.

For a quick review of these outcomes, please review the cycle of assessment workshop presentation sent out in an earlier email. The video can be accessed at
https://youtu.be/8PmPu9TsTgY

Think about how you achieve these outcomes in your classes and send Dr. Rowland your requests for uploading rubrics into LiveText.

Notes from the Director

We are nearly midway through the spring semester. I hope your year is off to a good start.

We are continuing to make progress in our assessment efforts. An "official" Assessment webpage on the QU website has been created! I am so excited about this addition to our assessment plan. The Assessment website is still under construction as we work to add resources, tips, tools, and tutorials for all things assessment. The website will be a place to showcase the progress we are making in our assessment endeavors. Please look at what we have done so far and let us know what else you would like to see on the website. You can access the Assessment webpage by clicking on the ACADEMICS link at the top of the QU homepage. You will then see the Assessment link as an option from the dropdown menu.

The assessment committee is excited to offer students two video presentations to introduce them to the Bonaventure Program (BP) and the Bonaventure Program Portfolio (BPP). The first video introduces faculty and students to the Bonaventure Program, identifying what it is, and how it relates to the Bonaventure Program Portfolio. The second video walks students through uploading artifacts to their Bonaventure Portfolios. It is important to encourage and advance student engagement in the portfolio process. The videos will soon be located on the Assessment website. Please also share them with your students so we can broaden awareness of the Bonaventure Program and the BP Portfolio. I am including the video links along with the newsletter so you can use them as needed.

Academic programs have made great strides in assessment. While we continue to receive program assessment reports, we are still in need of reports from previous and current years. Program assessment reports reveal an answer to the question, "Did we accomplish what we intended for our students?" It is the formal process of comparing actual results to the intended outcomes criteria. Changes implemented as a result of these analyses can be documented and used to make improvements. Program assessment reports should focus on one or two student learning outcomes of the program. It is not necessary to assess all student learning outcomes each year. The Assessment Committee has created a Program Assessment Report template to aid in this process. The template will be located on the Assessment website.

Civic Engagement >>>

What does Civic Engagement encompass? According to the AAC&U (2009) civic engagement involves working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community through both political and non-political processes.

Possible Activities Include:

- Student involvement in college governance

- Researching current issues in local communities, the country, and the world and developing feasible solutions to these issues through video presentations, speeches, debates, and panel discussions

- Mock trials

- Involvement in clubs and organizations

- Interacting with institutions representative of democracy

To assess this learning outcome, we will use the Intercultural Knowledge and Diversity Value Rubric presented by the AAC&U (2009). Please remember that the language in the rubrics are formal and dense. Don't get caught up in the formalities of the language. Your class activity may not be an EXACT match for each criterion in the rubric. It is okay to be "close." We don't expect our students to meet or exceed in every category. It is acceptable to be a "work in progress."

Activity Resources: Civic Engagement

Academic Senate for California Community Colleges

https://www.asccc.org/content/beyond-classroom-fostering-civic-engagement-our-students

American Association of University Professors (university of Cincinnati)

https://aaupuc.org/civic-engagement-classroom-lesson-plans-teaching-tips-activities/

Teaching Channel

https://www.teachingchannel.org/blog/2016/10/24/teaching-for-civic-engagement

LiveText and the e-Portfolio >>>>
Why Use an e-Portfolio?

E-Portfolios are a way to document and visualize student learning. Visualizing and documenting learning are equally important as both provide students with an opportunity and a space to assess and reflect upon their work while making connections among courses and assignments. E-Portfolios are effective because they support students' own knowledge construction, make otherwise invisible aspects of the learning process visible, and place ownership in the hands of students, which fosters learners' motivation (University of Waterloo Center for Teaching Excellence, 2019).

The reasons to use an e-Portfolio include:

- E-Portfolios can provide a means for assessment based on evidence of an individual's growth over time and effort- not a list of test scores.

- Evaluating the learner's work using a variety of artifacts provides a view into the individual's mind and capabilities as well as the teaching and learning environment

- The collection of work provides a powerful and comprehensive digital résumé of the multiple intelligences of an individual, as a linguist, an artist, a scientist, a mathematician, an athlete, a reflective learner, a self-learner, or a cooperative learner.

- A longitudinal view of a learner's work paints a picture of growth, progress, and continuity over time that the learner can collect, select, and reflect upon to present a profile of accomplishment based on evidence. (Boston University, 2019)

ideas to Contemplate...

Student learning outcomes

Program Assessment Reports should clearly communicate comprehensive information about student learning and achievement. This all starts with defining clear and measurable student learning outcomes. In her blog, Zhou (2017) indicates several reasons why writing good learning outcomes are important

Learning outcomes communicate specifically what students should be able to do.

Learning outcomes tell students what is important.

Learning outcomes should be used to guide students as they work through the course, and to assess their learning progress.

So, how do we make sure our student learning outcomes are clear and measurable?

1. BEGIN WITH AN ACTION VERB **Begin with an action verb** that denotes the level of learning expected.

Terms such as *know*, *understand*, *learn*, *appreciate* are generally **not** specific enough to be measurable. Action verbs may include the following: *identify, label, illustrate, summarize, organize, integrate, apply, solve, analyze, judge, produce, revise, compose*.
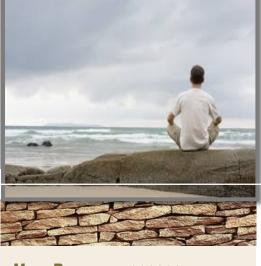
2. FOLLOW WITH A STATEMENT The **statement** should describe the knowledge and abilities to be demonstrated. For example: *Identify and summarize the important feature of major periods in the history of western culture.*

For more information about writing effective student learning outcomes review these resources:

Zhou, H. (2017, March 1). Why does writing good learning objectives matter. [web log comment]. *Duke Learning Innovation*. Retrieved from https://learninginnovation.duke.edu/blog/2017/03/learning-objectives/

University of Wisconsin (2019). Writing student learning outcomes. *Student Learning Assessment*. Retrieved from https://assessment.provost.wisc.edu/student-learning-outcomes/writing-student-learning-outcomes/

More Resources >>>>>>

Introduction to the Bonaventure Program video:
https://drive.google.com/open?id=1RlS6rtnhSqP-FweGi1QYk0V6LwegD7ln

Uploading Artifacts to the BP e-Portfolio video:
https://drive.google.com/open?id=1tGgZ6oy1Sk9N14neuuO4j1fT8KgX7gef

Benefits of an e-Portfolio:
https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/educational-technologies/all/eportfolios

Writing Student Learning Outcomes:
https://assessment.provost.wisc.edu/student-learning-outcomes/writing-student-learning-

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