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*Cycle of Assessment: Knowledge  
And Diversity  
Assessment Resources  
LiveText*



Issue 2

# Quincy University

# Assessment

Insight into Quincy University's Culture of Assessment January 2019

## Cycle of Assessment

The following 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**

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>

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



## Notes from the Director

### Here We Go!

Welcome to Spring 2019! It is always so exciting to begin a new semester. I love the feeling of anticipation for a new year and all the possibilities that await. As we dive into Spring 2019, we should be thinking about how assessment fits into our courses.

Ask yourself these questions: What are my **goals** for this course? What **learning outcomes** do I want my students to achieve? And how will I **assess** those learning outcomes? I ask you to think very specifically about how your students can meet the **Bonaventure Program Learning Outcomes** we are assessing during the 2018-2019 Academic Year.

This issue of *Assessment* will focus on the BP Learning Outcome Knowledge of Diversity. Examine the resources shared in this issue as you contemplate how your existing class activities will help exemplify this learning outcome. Let me know what activities work for which course and I will be happy to upload the Intercultural Knowledge and Diversity Value Rubric to your course(s). Your engagement is very important and appreciated.



## Knowledge of Diversity >>>

What does it mean to have knowledge of diversity? According to the AAC&U (2009) knowledge of diversity involves effective and appropriate interaction in a variety of cultural contexts. Our goal with this learning outcome is to help students gain an understanding of the social positions, practices and power relations of sociocultural difference understood by individuals or groups within a society (Pope, Reynolds & Mueller, 2004). We want to see that our students are obtaining knowledge, skills and attitudes that lead to visible behavior and communication that are both effective and appropriate in intercultural interactions (Deardorf, 2006).

### Possible Activities Include:



Role Playing-class discussions, small group activities in which students are given scenarios and must use the information from research to talk through how a person or people of a given cultural identity might respond to the situation. Assign groups different sides of negotiations involving people from different cultures.

Interview Assignments-ask students to interact with people who have different cultural

identities. Students must conduct research to develop interview questions relative to that specific cultural identity.

Analysis and Reflection-classroom discussions, reflective essays, blog entries and artistic work including literature and poetry.

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



## Activity Resources: Knowledge of Diversity

Great Lakes Colleges  
Association/Global Liberal Arts  
Alliance

<https://glcateachlearn.org/2017/11/13/in-tercultural-knowledge-and-competence/>

Association of Science and Technology  
Centers

<http://community.astc.org/ccli/resources-for-action/group-activities>

Faculty Focus

<https://www.facultyfocus.com/articles/effective-teaching-strategies/activities-building-cultural-competencies-students/>

## LiveText >>>>>>



## Bonaventure Program E-Portfolio and LiveText

*In a recent survey, faculty revealed that when it comes to the Bonaventure Program and Portfolio, they were not entirely sure they understood the purpose of the Bonaventure Portfolio and are not sufficiently confident in explaining the purpose to their students. It is important to discuss the portfolio with your students and remind them to submit artifacts above and beyond any class activity you ask them to submit.*

While we admit we are still in the beginning stages, our goal is to use the completed portfolios to assess how well our students are meeting the BP Learning Outcomes. The portfolios will help make us aware of student progress in each learning outcome leading the focus of future learning to build upon what students have learned and what they still need to know. From the assessment data we can begin to focus on trouble spots students are having with course content-items or criteria missed by many students-and develop corrective instruction designed to resolve the learning errors identified in assessment data.

We also want students to take ownership of their portfolios to showcase their achievements during their time at QU. We recognize that more training for faculty and students is necessary to help promote the importance of the BP Program Learning outcomes and the BP Portfolio. The Assessment Committee has designed resources to share with students and faculty that help address this need.



# ideas to Contemplate...

## formative assessment

When we think of assessment, we typically think of summative assessment practices-the types of assessment that seeks to evaluate student learning at the end of an instructional unit. In addition to summative assessments, we should also consider how we might use formative assessment in our courses. Formative assessment practices include ungraded activities which can provide valuable information about what students understand and what they don't.

Watanabe-Crockett and Churches (2017) point out that "using innovative formative assessment consistently and effectively removes the surprises from getting final grades." In their book, *Mindful Assessment*, Watanabe-Crockett and Churches ask educators to consider the following:

*... a parent teaching a child to cook would never say, "That was 74 percent." Instead, the parent would watch, demonstrate, and allow the child a chance to get better. These acts of mindful nurturing and guidance are examples of natural learning, and we perform them instinctively.*

Think of formative assessment as not necessarily identifying what was done well or correctly. Instead, it places focus on what opportunities there are to improve. What types of formative assessment do you implement in your classroom? Are there other opportunities for formative assessment that may help gauge what students understand and what they do not? Watanabe-Crockett, L. & Churches, A. (2017). *Mindful assessment: The 6 essentials fluencies of innovative learning*. Bloomington, In: Solution Tree Press.



coming soon >>>

-An updated Assessment Website will soon launch. The Website will house the Assessment newsletter, assessment and LiveText resources for students and faculty, tutorials, training videos, assessment reports, assessment results, and the AAC&U value rubrics.  
-Look for dates and information regarding Spring 2019 Assessment Workshops.



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learning  
standards alignment assess curriculum outcomes assurance success  
communication assessment university grow certifications ability teaching  
student-centered assessment knowledge value results thinking growth  
life-long skills close-the-loop institutional academics  
effectiveness analysis critical  
improvement  
student