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Issue 5  
Quincy  
University

# Assessment

Insight into Quincy University's Culture of Assessment April 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 all of the BP Learning outcomes listed above.

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

The 2019 Spring semester is coming to an end and it is time to get serious about our 2018-2019 assessment efforts. We MUST have students begin uploading artifacts that meet the Bonaventure Program (BP) Learning Outcomes we are assessing this year:

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

I have already uploaded the AAC&U Value Rubrics to the appropriate D, G, E, & W courses. To meet our goals, we will need full participation from all faculty. Review these outcomes and the AAC&U Value Rubrics. Identify class activities that meet these objectives. Then reach out to me so that I can upload the appropriate value rubric to your class(es). **It is crunch time!** We are getting ever closer to the HLC Peer Review visit in October 2019. We need to show the review team that we are taking our assessment efforts seriously and we are making progress. We will need plenty of data to share with them.

The *Assessment* webpage is up and running. The *Assessment* webpage can be accessed 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. Please explore the website for LiveText and Bonaventure Program e-Portfolio resources, Program Assessment Report templates and evaluative criteria, assessment cycle resources, and past copies of the *Assessment* newsletter. Also, please direct students to the webpage for valuable LiveText and Bonaventure Program e-Portfolio information. Thank you so much for your continued support and all that you do to enhance our assessment efforts at QU.



## Revisiting the BP Learning outcomes >>>



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. **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 negotiation involving people from different cultures.

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.

**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
  - Panel discussions
- Mock trials

**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.

**Possible Activities Include:**

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

We will use the AAC&U (2009) value rubrics to assess these learning outcomes. You may access the rubrics on the Assessment website.



## Activity Resources: BP Learning Outcomes

Knowledge of Diversity

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

Global Perspective

<https://www.globaleducation.edu.au/resources-gallery/resource-gallery-teaching-activities.html>

Civic Engagement

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

## LiveText and the e-Portfolio>>>

### Submitting Artifacts to LiveText



*Students should begin uploading artifacts that meet the BP Learning outcomes we are assessing this year. Instructors must first identify specific class activities that meet the BP Learning Outcomes. I will then upload the appropriate AAC&U Value Rubric to that class. When students log into LiveText they will see the course and the BP Learning Outcome Assignment.*

*If a student has difficulty logging into LiveText, please have them reach out to me (Barb Rowland, [rowlaba@quincy.edu](mailto:rowlaba@quincy.edu)) via email. I can retrieve user names and resend LiveText account invitations.*

*Submitting an artifact to LiveText is much like uploading an attachment to Moodle or to an email. I am including a handout that you may provide students if they seem to have difficulty navigating LiveText:*

*<https://drive.google.com/file/d/1FoM3Qtkocp0LjeTP6ZVqpBvEl-e-sZZng/view?usp=sharing>*

# ideas to Contemplate...

## Franciscan Values

According to Haverluck (2017) “somewhere between 60% and 80% of previously engaged Christian youth become disengaged with their faith as they transition into college.” Haverluck contributes this disengagement to a lack of connection to Christian communities before students begin college which ultimately leaves “hundreds of thousands of students’ faith up in the air during the most important transition of their lives.” Through the work of campus ministries and an education founded in Franciscan values, students can emerge with stronger faith. Knowledge of and application of Franciscan Values is a huge part of the student experience at Quincy University. Therefore, it is important for us to assess how well we are meeting this Bonaventure Program Learning Outcome.

### BP Learning outcome: Knowledge of Franciscan Values:

- Students will demonstrate Knowledge about St. Francis and key Franciscan values

### Possible Activities Include:

- A discussion, analysis, reflection on any of the key ethical values of the Franciscan tradition

- Use the story of the life of St. Francis or Franciscan values to help discuss, analyze, or reflect upon issues in our community and world
- A discussion, analysis, reflection on ones’ own personal ethical commitment in relation to Franciscan values

Think about how your class, club, or organization promotes knowledge of Franciscan Values. We need student artifacts that meet this learning outcome. How might an activity in your class promotes a deeper understanding of Franciscan Values? While the rubric for this learning outcome is quite specific in some areas, we are looking for artifacts that might meet at least **some** of the assessed criteria. I am including the link to the rubric. Let me know what you are thinking, and I will upload the Franciscan Values Rubric to your class(es).

[https://drive.google.com/open?id=1G89MC6fHiQgL\\_8RpIG1Z1XI0CJPGusYV](https://drive.google.com/open?id=1G89MC6fHiQgL_8RpIG1Z1XI0CJPGusYV)

Haverluck, M. (2017, August 3). Ministries tackle 70% rate of college students leaving faith. *NE News Now*, Retrieved from <https://onenewsnow.com/church/2017/08/13/ministries-tackle-70-rate-of-college-students-leaving-faith>



### More Resources >>>>>

Introduction to the Bonaventure Program video:

<https://drive.google.com/open?id=1RIS6rtmhSqP-FweGi1QYk0V6LwegD7ln>

Uploading Artifacts to the BP Portfolio video:

<https://drive.google.com/open?id=1tGgZ6oy1Sk9NI4neuuO4j1fT8KgX7gef>

QU Cycle of Assessment

<https://youtu.be/8PmPu9TsTgY>



Quincy University

1800 College Avenue  
Quincy, IL 62301

Contact Dr. Barb Rowland 217-228-5432 ext. 3198  
[rowlaba@quincy.edu](mailto:rowlaba@quincy.edu)  
Office FRH Rm 243

