Quincy University

Assessment

Insight into Quincy University's Culture of Assessment March 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, Global Perspective.

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 half way through the semester. The spring semester always goes so fast and this year is no exception. We have just a few short months to finalize our 2018-2019 assessment efforts. It is imperative that we have students 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

Review these outcomes and the AAC&U Value Rubrics. Identify class activities that meet these objectives. Remember, it is not necessary to create new activities. We encourage you to use activities you have already developed. Then reach out to me so that I can upload the appropriate value rubric to your class(es). I have already uploaded the rubrics to the appropriate D, G, E, & W courses. To meet our assessment goals, we will need additional courses to participate. In Spring 2018 I uploaded rubrics to 42 classes. I would like to see 50 classes this spring. We are off to a slow start so it is time to get busy!

As you instruct students to upload artifacts that meet each BP Learning outcome, encourage them to also upload the artifact to their BP e-portfolio. This is a separate process. The Bonaventure Program e-Portfolio is central to our assessment practices and goals at QU. While we admit we don't have this perfected, we are continuing to develop our ideas. We will keep you updated on our progress. Don't forget that we do have video presentations that introduce students to the Bonaventure Program and the BP e-Portfolio. The videos are located on the Assessment website. Feel free to direct students to these resources as they begin uploading artifacts to LiveText and the BP e-portfolio

The *Assessment* webpage is continuing to be updated. 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. I encourage you to 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.

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. In order 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 different 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).

Activity Resources: Global Perspective

Brenau University

https://libguides.brenau.edu/c.php?g=684122&p=4834562

Global Education

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

Education Week

https://www.edweek.org/tm/articles/2016/08/03/a-global-perspective-bringing-the-world-into.html

LiveText and the e-Portfolio >>>>

Submitting Artifacts to the Bonaventure Program e-Portfolio?
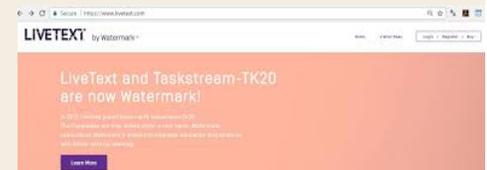
As students begin uploading artifacts to your class assignments within LiveText, it is important to encourage them to also upload those artifacts to the BP e-Portfolio. For example, if the Intercultural Knowledge and Diversity Value Rubric is uploaded into one of your courses, students will be instructed to upload a particular artifact to that BP Learning Outcome within your course. That same artifact does not go directly into the BP e-Portfolio.

The goal is for students to have a completed BP e-Portfolio upon graduation. We must remind students to upload artifacts to the BP e-Portfolio. You can direct students to the Assessment website where they can access a video tutorial on uploading artifacts to the BP e-Portfolio throughout their time at QU so they are not scrambling for artifacts during that final year.

Students can access the BP e-Portfolio through LiveText. It will be listed as either BPP110, BPP 310, or BPP 410 depending on their academic status (fresh/soph/junior/senior/transfer.).

ideas to Contemplate...

## *lessons learned from a decade of authentic assessment*

The push for more accountability in higher education continues. While it may be tempting to ride it out and hope that this, too shall pass, McPherson and Schapiro (2007) remind us that "… pressure from the U.S. Congress, the Department of Education's Commission on the Future of Higher Education, the media, and the public, particularly tuition-paying parents, for greater accountability cannot be turned aside…" Colleges and Universities must be forthcoming about many areas of higher education including student learning. Furthermore, Institutions must share this information with students and families.

Creating a culture of assessment is one way in which we can reveal exactly what we expect from students and how well they are achieving those goals. And while it sounds simple, we must remember that assessment is a process. If we stick to the process, we can learn a great deal about ourselves and student learning. Filer and Steehler (2018) reflect upon the ten-year process of creating a culture of assessment at Roanoke College. Engaging in this process created a forum for conversation about teaching and

learning which has focused their attentions on the "quality of learning" (Filer & Steehler, 2018). Their article, "Lessons Learned from a Decade of Authentic Assessment," provides a detailed examination of Roanoke College's assessment practices and what they have gained from this process. Their journey demonstrates the importance of faculty-led assessment efforts while highlighting the value of such endeavors for the entire college and community. Filer and Steehler note that while they still have room for improvement, their efforts have made significant progress in providing transparency and accountability for student learning.

Read more about Roanoke College's assessment journey:
Filer, K. & Steehler, G. (2018). Lessons learned from a decade of authentic assessment. *Peer Review, 20*(4), Retrieved from https://www.aacu.org/peerreview/2018/Fall/Roanoke

McPherson, M. & Schapiro, M. O. (2007). Assessment and accountability in higher education. *Forum for the Future of Higher Education*, Retrieved from http://forum.mit.edu/articles/assessment-and-accountability-in-higher-education/
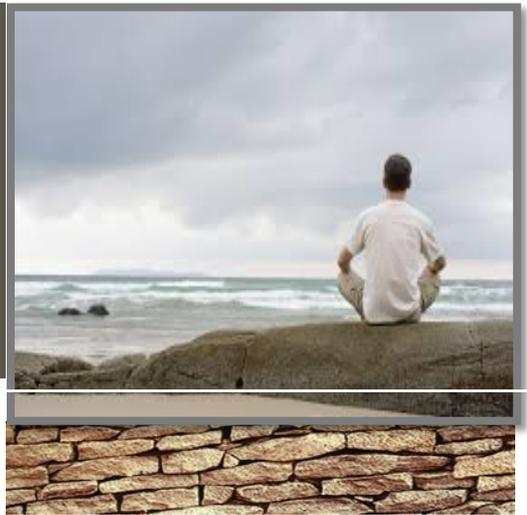
More Resources >>>>>>

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

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

QU Cycle of Assessment
https://youtu.be/8PmPu9TsTgY

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