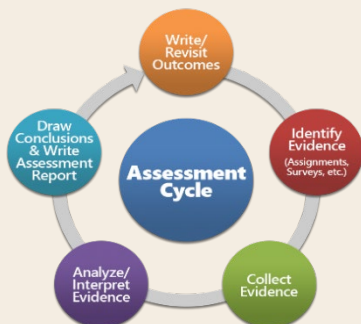




## Assessment

Insight into Quincy University's Culture of Assessment October 2019

### Cycle of Assessment



The following BP Learning Outcomes will be assessed during the 2019-2020 Academic Year:

1. **Civic Engagement**
2. Inquiry
3. Leadership
4. Critical Self-Reflection-which will be submitted and assessed via the BP e-Portfolio

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

This year we implemented a portfolio review class, Bonaventure Program Portfolio (BPP) 410, for graduating seniors. The class was created out of a necessity to ensure this year's graduating seniors would be able to submit their completed Bonaventure Program Portfolios. While this year's seniors have had access to the portfolio during their time at QU, it wasn't clear whether any of them had actually uploaded products to the portfolio and since the Bonaventure Program Portfolio is a requirement for graduation, we had to not only be sure graduating seniors would be able to submit a completed final portfolio, but we also had to provide the students with assistance in doing so.

Students graduating in Fall 2019 or Spring 2020 are automatically enrolled in the course. It is an eight-week self-paced workshop where students can work individually with the instructor as they select and upload quality artifacts to the portfolio. The course focuses on identifying specific artifacts that meet the Bonaventure Program Learning Outcomes. This can be a difficult process, particularly when students have not been uploading consistently to the portfolio throughout their studies at QU. Additionally, the course provides guidance on the construction of the Critical Self-Reflection essay, which is a required element of the portfolio. In this essay, students must reflect upon their experiences at Quincy University and how engaging in the BP Learning Outcomes has shaped their learning experiences, personal growth, and preparation for life and work outside of QU.

Feedback from students in the course and the instructors has been positive. At first students were confused and a bit "put off" as to why they had to take the class. After they began working on their portfolios, they found that it wasn't such a monumental task and many of them finished the class early. Instructors of BPP 410 have learned a great deal about LiveText, the BP Portfolio, and what constitutes a "quality" artifact. We will be using what we have learned from students and the instructors to help make improvements to our assessment processes.

This fall there are four sections in Fall A and four sections in Fall B with about 17 students in each class. The classes run Monday-Thursday and meet one day per week from 8-8:50am or from 8:30-9:15am. Currently, Dr. Teresa Reed, Dr. Barb Rowland, and Dr. Dana Walker are facilitating the four classes for Fall A with Dr. Rowland and Dr. Walker facilitating Fall B courses.



## 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:

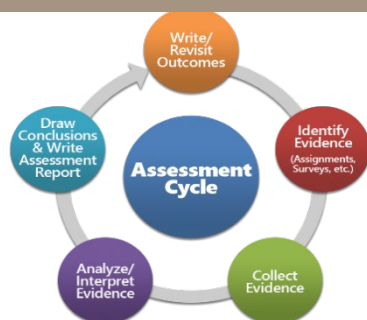
- Student involvement in college governance



- 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/Service-Learning Projects

- 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 is 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."

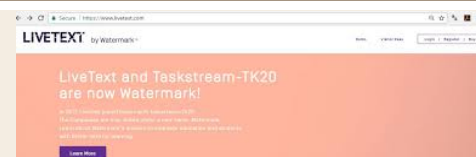


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1. Civic Engagement
2. Inquiry
3. Leadership
4. Critical Self-Reflection-which will be submitted and assessed via the BP e-Portfolio

Additional Information regarding these learning outcomes will be provided in the next issue of *Assessment*. These BP Learning Outcomes will be the main focus of our assessment efforts this year; however, we will continue to assess Written Communication, Global Perspective, Diversity, and Ethical Reasoning (D, G, E, and W courses) as well as Problem Solving and Critical Reasoning. In the meantime, please start thinking about how you achieve these outcomes in your classes and send Dr. Rowland your requests for uploading rubrics into LiveText.

## LiveText Information....



During our assessment of the BP Learning Outcomes from the 2018-2019 academic year, we realized we have a very small sample size of student products within LiveText. Last year 51 classes contained the Global Perspective Value Rubric for assessment. If all 51 courses had at least five student uploads, we would have had nearly 250 student artifacts to assess in the area of Global Diversity. We ended up with only 53 total student artifacts to assess for the BP Learning Outcome Global Diversity. That is not enough artifacts to give us reliable information as to how well our students are meeting this outcome.

**So, how do we assure we have enough student products uploaded?** First, we must clarify to students that they are **required** upload designated artifacts to LiveText. Next, we must double check to see that students have indeed uploaded. We can do this by logging into LiveText, clicking on our class(es) and the designated assignments. From there we can see a list of students in the class and which students have already uploaded their work. In the resource section of this newsletter, I have included a video tutorial of how to check for student products in LiveText. This video tutorial is in the More Resources section at the end of the newsletter.

### What do we do if students do not upload to LiveText even after instructed?

The assessment Committee came up with some suggestions which include assigning an Incomplete Grade to students who do not upload to LiveText; making the upload to LiveText an assignment and allocating points; and/or taking class time to walk through the uploading process having all students upload simultaneously. I can come to your classes and walk students through the uploading process if you would like. Please reach out to me if you feel this would be helpful.

# ideas to Contemplate...

## Faculty Role in Assessment

As educators, I think we all understand that assessment is part of our every-day processes. We develop learning outcomes for our students, engage students in learning activities, and then assess whether students have met those objectives. We examine and analyze the assessment measures and data, then make adjustments along the way to our objectives and/or class activities to ensure students are meeting those learning outcomes. This past year we focused on four BP Learning Outcomes. We are making excellent progress in uploading rubrics to LiveText for assessment purposes. However, as I began to look at the data we had collected, it became apparent that we still have some work to do. Many courses, particularly those designated as D, G, and E courses, did not have student products uploaded to LiveText leaving us with many holes in our data gathering procedures. The samples were so small that we were not able to get an accurate picture of how our students performed in this area.

It is easy to forget about the larger picture of assessment. I know it seems as if that picture only involves meeting HLC mandates, but truly there is a greater vision of assessment we must consider. We want to be sure that our students are meeting the learning outcomes we have set for them through the Bonaventure Program.

We want students to be proud of their degree from Quincy University and the work they have completed. We want them to be able to share with prospective employers the skills they have acquired during their time at QU. One way to highlight these achievements is through assessment. We can assess what our students are learning through the Bonaventure Program Learning outcomes. Without this knowledge, we do not have a well-rounded view of student learning that we can use to enhance and improve teaching and learning. Making a commitment to ongoing assessment at Quincy University means you are making an ongoing commitment to student learning. Please continue to help us increase our efforts to gather and analyze data from the Bonaventure Program Student Learning Outcomes. This year, make a commitment to:

- highlight the BP Learning Outcomes achieved in your courses.
- instruct students to upload assignments to LiveText
- check that each student has uploaded a product to LiveText
- assess at least five of those student products (per class).

Making these commitments will help Quincy University engage in ongoing assessment not just for HLC purposes, but for our own purposes as a university community – for our commitment to student learning.



### More Resources >>>>>

Checking Student Submission in LiveText

[https://drive.google.com/open?id=12p\\_g3T9YF897MUjqcIYksi0FnaxVQ1r5](https://drive.google.com/open?id=12p_g3T9YF897MUjqcIYksi0FnaxVQ1r5)

Introduction to the Bonaventure Program video:

<https://drive.google.com/open?id=1RIS6rtnhSqP-FweGi1QYk0V6LwegD7ln>

Uploading Artifacts to the BP Portfolio video:

<https://drive.google.com/open?id=1tGgZ6oylSk9Nl4neuuO4jlT8KgX7gef>



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