



Assessment

Insight into Quincy University's Culture of Assessment September 2019

Current Topics:

Engaging in the Assessment Process

I had the opportunity to attend the Watermark (LiveText) Engage Conference over the summer. The workshops and guest speakers provided much insight and guidance on the assessment process in higher education. There was one overarching theme that permeated every element of the conference: engagement in the assessment process. Nearly every institutional representative wanted to know how to engage the entire campus community in assessment activities and processes. Three key features of maintaining a culture of assessment emerged from our discussions: Relationships, Knowledge, and Transparency. A culture of assessment will establish relationships built on trust, respect and communication, distribute knowledge of assessment processes, goals, and achievements, and promote a transparent, open space to share ideas and results. This year we will reflect on how well we meet these features and how we may enhance the culture of assessment at Quincy University.



Notes from the Director

The Fall 2019 Semester is in full swing. This time of year is always so exciting. A new semester brings new friends, new experiences, and new opportunities. And while we look forward to the new year, we must also take time to look back and reflect on our experiences. Before I begin each semester, I like to reflect on where I have been, where I am, and where I want to go. When we take time to reflect on our learning and experiences, the learning has a much deeper lasting effect. As John Dewey has written, "We do not learn from experience...we learn from reflecting on experience." As you think about your students and your classes, reflect on how you have implemented the Bonaventure Program Learning Outcomes. How have you guided your students towards submitting artifacts that represent the BP Student Learning Outcomes? How have you encouraged students to upload artifacts to the BP e-Portfolio? How might you improve upon this process in the 2019-2020 academic year?

It is no secret that QU will engage in an HLC site visit in October. Assessment is at the forefront of this visit. We must demonstrate to the HLC peer review team that we have taken our assessment goals seriously and are making progress in reaching those goals. This issue of *Assessment* will reflect on where we have been, where we are, and where we would like to be when it comes to maintaining a culture of assessment at Quincy University. As you read through each section, take time to reflect on your engagement in the assessment process and how you might expand upon or enhance your commitment to the assessment efforts at Quincy University.

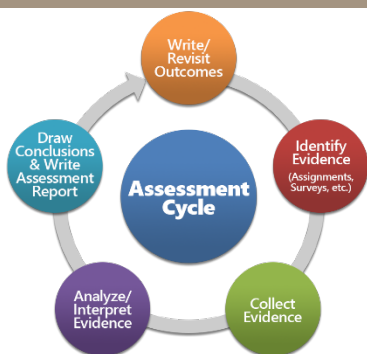


What Has the Assessment Committee Been Up to?



Last year we made great strides in enhancing our assessment efforts at QU. I am proud of our accomplishments and excited about what is still to come. The assessment team worked on many projects:

- ❖ Developed and analyzed the Faculty Assessment Survey
- ❖ Identified key areas where more information//training is needed
- ❖ Created detailed LiveText tutorial materials for students and faculty
- ❖ Provided students with insight into the Bonaventure Program and e-Portfolio and students' role in assessment
- ❖ Created a monthly Assessment newsletter
- ❖ Created an assessment webpage
- ❖ Revised the Program Assessment Report template and evaluation rubric and provided program assessment report feedback
- ❖ Created BPP 110, 310, and 410 course shells in LiveText for the BP e-Portfolio
 - ❖ This makes it easier for students to access and upload artifacts to the BP e-Portfolio
- ❖ Created the BPP 410 course for graduating seniors
 - ❖ This helps seniors complete the BP e-portfolio and reflection piece prior to graduation.



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

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.

BP Assessment Results via LiveText

What We Found out.....

As part of our work for the HLC Peer Review team, we have begun to take a closer look at data from the Bonaventure Program Student Learning Outcomes via LiveText. Examining and analyzing this data will help us engage in ongoing assessment of student learning. The data we have collected thus far is a bit rough as in many cases we have not had enough student artifacts to draw real conclusions about how students are performing. Our goal is to have an adequate sample of student artifacts in the 2019-2020 academic year. One way we can do this is to be sure our students are uploading artifacts to LiveText. In many cases we tell our students to upload, but do we double check to make sure that they have? For example, last year 51 classes contained the Global Perspective Value Rubric for assessment. We want to be able to assess a random sample of five students per class. If all 51 courses had adequate sample sizes (at least five student uploads), we would have nearly 250 student artifacts to assess in the Global Perspective learning outcome. As it turns out, we had many classes with no student artifacts to assess. The rubric was there, but students did not upload to LiveText. Overall, we ended up with 53 total student artifacts to assess for the BP Learning Outcome Global Perspective. That is not enough artifacts to give us reliable information as to how well our students are meeting this outcome. This year, we must focus on ensuring students are uploading to LiveText. I encourage you to start a dialogue with your colleagues about what has/hasn't worked for you. Tips for ensuring students upload artifacts to LiveText will be covered in the next issue of *Assessment*. Obtaining an adequate sample size must be a priority this year if we want to effectively to gather and use data regarding the Bonaventure Program Learning Outcomes.



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 >>>>>

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=1tGgZ6oylSk9Nl4neuuO4j1fT8KgX7gef>



Quincy
University

1800 College Avenue
Quincy, IL 62301

Contact Dr. Barb Rowland 217-228-5432 ext. 3198
rowlaba@quincy.edu
Office FRH Rm 243

