



HLC  
2019-2020 Assessment Cycle  
Inquiry  
Student Artifacts in LiveText

# Quincy University

# Assessment

Insight into Quincy University's Culture of Assessment November 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

The HLC review team visited Quincy University on October 28<sup>th</sup> and 29<sup>th</sup>. We learned a great deal about our assessment processes and where we want to go from here. We have much to celebrate. The review team praised us for our efforts and noted that we do have a robust assessment system in place with LiveText. They recognized that we have had challenges along the way that have prevented us from reaching some of our assessment goals but noted that we do have a plan in place that will help us reach those goals. One of those assessment goals we want to focus on this year is increasing the amount of student products uploaded into LiveText. In previous issues of this newsletter, we have talked about this challenge. Improving student learning at QU involves assessing the Bonaventure Program (BP) Learning Outcomes. From this type of assessment, we can identify where our students might be struggling and implement strategies to overcome these learning obstacles. LiveText offers an effective platform for conducting a formal assessment of the Bonaventure Program Learning Outcomes; however, if we do not have an adequate amount of student products uploaded into LiveText for the various BP Learning Outcomes, we are not able to perform our assessments and gain valuable information about how our students are performing. More information about how to generate more student uploads follows in this edition of *Assessment*.

Thank you for all you do to help us achieve our assessment goals!



## Inquiry>>>> >>>

**What does Inquiry Mean?** The Bonaventure Program Learning Outcome, Inquiry states “Students will investigate issues, questions, works, and/or things and pursue knowledge independently.” Essentially, we want our students to become lifelong learners. Being inquisitive and being a lifelong learner are intricately connected. Because of this connection, when assessing the BP Learning outcome of Inquiry, QU will use the AAC&U Value Rubric *Foundations and Skills for Lifelong Learning* as it best represents the skills, we want students to achieve through the process of inquiry.



According to the AAC&U (2009) lifelong learning is an “all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.”

### Skills and dispositions involved in lifelong learning:

#### Curiosity

Explores a topic in depth, yielding insight and/or information indicating interest in the subject.

#### Initiative

Completes required work, identifies and pursues opportunities to expand knowledge, skills, and abilities.

#### Independence

Beyond classroom requirements, pursues substantial, additional knowledge and/or actively pursues independent educational experiences.

#### Transfer

Makes references to previous learning and shows evidence of applying that knowledge and those skills to demonstrate comprehension and performance in novel situations

#### Reflection

Reviews prior learning (past experiences inside and outside of the classroom) in depth, revealing fully clarified meanings or indicating broader perspectives about educational or life events.



### Inquiry Based Learning Resources

#### Wabisabi Learning

<https://www.wabisabilearning.com/blog/inquiry-based-learning-activities>

#### The Academy of Inquiry Based Learning

<http://www.inquirybasedlearning.org/links>

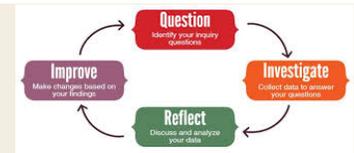
#### Edutopia

<https://www.edutopia.org/blog/what-heck-inquiry-based-learning-heather-wolpert-gawron>

#### Concept to Classroom

<https://www.thirteen.org/edonline/concept2class/inquiry/index.html>

## Inquiry Based Learning Activities



The *Foundations and Skills for Lifelong Learning* value rubric is designed to assess the skills and dispositions involved in lifelong learning, which are curiosity, transfer, independence, initiative, and reflection.

Assignments that encourage students to reflect on how they incorporated their lifelong learning skills into their work samples or collections of work by applying above skills and dispositions will provide the means for assessing those criteria.

Work samples or collections of work should reflect original research. This is different than a traditional research paper that cites sources. The inquiry artifact should begin with an original idea the student wishes to pursue. The work is driven by the student’s desire to acquire new knowledge.

Reflection provides the evaluator with a much better understanding of who students are because through reflection students share how they feel about or make sense of their learning experiences. Reflection allows analysis and interpretation of the work samples or collections of work for the reader. Reflection also allows exploration of alternatives, the consideration of future plans, and provides evidence related to students' growth and development.

Perhaps the best fit for this rubric are those assignments that prompt the integration of experience beyond the classroom.

Activities may include:

- Case Studies
- Research Projects
- Filed Experiences

# ideas to Contemplate...

## Increasing Student Products in LiveText

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* to 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.

**What do we do if students do not upload to LiveText even after instructed?** The assessment Committee came up with some suggestions which include:

1. assigning an Incomplete Grade to students who do not upload to LiveText
2. making the upload to LiveText an assignment and allocating points
3. taking class time to walk through the uploading process having all students upload simultaneously.

Think about how you can increase the amount of student products uploaded into LiveText in your courses. Share those ideas with your colleagues. When we work together, we can accomplish anything!



### 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=1tGgZ6oy1Sk9NI4neuuO4j1fT8KgX7gef>



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

