

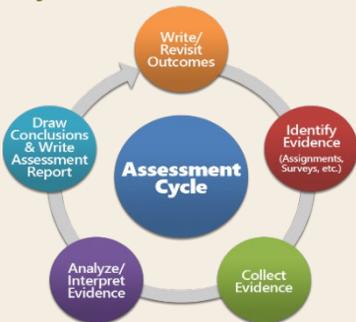


# Quincy University

# Assessment

Insight into Quincy University's Culture of Assessment February 2021

## Cycle of Assessment



The following BP Learning Outcomes will be assessed during the 2020-2021 Academic Year:

1. Knowledge of Diversity
2. Critical Reasoning
3. Information Literacy

These BP Learning Outcomes will be the focus of our assessment efforts this year; however, we will continue to assess Written Communication, Global Perspective, and Ethical Reasoning (G, E, and W courses). In the meantime, please start thinking about how you achieve these outcomes in your classes (What assignments do you give that will meet these learning outcomes) and send Dr. Rowland your requests for uploading assignment rubrics into LiveText.



## Notes from the Director

Welcome Back! It was nice to see everyone at the Faculty Assessment Workshop in January. This edition of *Assessment* reviews some elements of that presentation. Each subsequent edition of the newsletter will focus on an area we are assessing and review key points from the Assessment Workshop. Included in this edition are links to the AAC&U Value Rubrics, the annotated sample assignments for Knowledge of Diversity and Critical Reasoning, as well as the PowerPoint presented at the workshop.

This year we are assessing the following BPOs: Knowledge of Diversity, Critical Reasoning, and Information Literacy. Please review the information about these outcomes in the resources provided in this edition of *Assessment*. Determine the class activities you already assign that meet one or more of these BPOs. If you teach a D designated course, you should have an activity that will meet Knowledge of Diversity. I will automatically upload the Diversity assignment rubric into all D designated courses within LiveText. If you do not teach a D designated course but engage students in this learning outcome, let me know and I will make sure the assignment rubric is uploaded into your LiveText course(s). Similarly, if you teach a class that engages students in Information Literacy and/or Critical Reasoning, you will need to let me know so that the appropriate assignment rubric can be uploaded.

Now is the time to start thinking about which of these three BPOs you highlight in your classes. As Dr. Reed mentioned at the beginning of the workshop, time is running out and we need to have many artifacts uploaded each semester to meet our requirements for the HLC Assurance Argument that is due in 2023-2024. We are inching ever so closer to that deadline and we have nowhere near the number of artifacts necessary to complete our three assessment reports. Please email me indicating the Bonaventure Program Learning Outcomes (BPOs) your students are working with this semester.

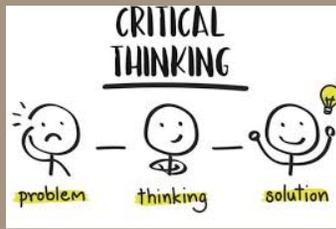
I know there is so much to do this semester not to mention the adjustments we are making due to COVID-19. Please put Assessment on your "to do" list. We earned very high praise from the HLC last year. They expect us to report on our continued progress and to provide evidence that we have implemented measures of improvement as a result of the assessment. Time to get to work!



## BPLO Critical Reasoning>>>>

What does it mean to Think Critically? According to the AAC&U (2009), critical thinking is a “habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.”

- the ability to carefully examine and analyze information
- understand what that information means
- properly explain to others the implications of the information



### Critical Thinking Skills Involve

- Asking thoughtful questions
- Data analysis
- Research
- Interpretation
- Judgment
- Questioning evidence
- Recognizing patterns
- Skepticism

Reach out to Dr. Rowland to have the Critical Reasoning Assignment Rubric uploaded into your LiveText classes.

To assess this learning outcome, we will use the Critical Reasoning Value Rubric presented by the AAC&U (2009). It is important to remember that the language in the rubric is quite dense. Do not get caught up in the formalities of language.

Here is a link to the AAC&U Critical Reasoning Value Rubric.

[https://drive.google.com/file/d/1b8S SIHS9GQxkZaj6qyvsB\\_X4c2V0i4Td/view?usp=sharing](https://drive.google.com/file/d/1b8S SIHS9GQxkZaj6qyvsB_X4c2V0i4Td/view?usp=sharing)



### Faculty Assessment Workshop Spring 2021

Here are the resources provided in the Assessment workshop - January 22, 2021.

#### Workshop Presentation

<https://drive.google.com/file/d/17UI95sHWg0raXtRG6bLM7NkAtWns97uw/view?usp=sharing>

#### Critical Reasoning Value Rubric

[https://drive.google.com/file/d/1b8SSIHSGQxkZaj6qyvsB\\_X4c2V0i4Td/view?usp=sharing](https://drive.google.com/file/d/1b8SSIHSGQxkZaj6qyvsB_X4c2V0i4Td/view?usp=sharing)

#### Critical Reasoning Student Sample Artifact

<https://drive.google.com/file/d/18JbEppJPMBqzQnQNICsZVx5tAYaihn/view?usp=sharing>

#### Knowledge of Diversity Value Rubric

<https://drive.google.com/file/d/1tGqk5ViflYSzW4GDKvIFGPfV7jMG4Tkv/view?usp=sharing>

#### Knowledge of Diversity Student Sample Artifact

[https://drive.google.com/file/d/1HQqUza21GqGY2\\_6m6\\_V1tkpYEh4323b-/view?usp=sharing](https://drive.google.com/file/d/1HQqUza21GqGY2_6m6_V1tkpYEh4323b-/view?usp=sharing)

## Critical Reasoning>>>>>> Demystifying the Rubric



The criteria below are the characteristics represented in the AAC&U Value Rubric for Critical Reasoning. Each characteristic supports effective and appropriate habits of inquiry and analysis. Your class activity may not be an EXACT match for each criterion in the rubric. It is acceptable to be a “work in progress.” Think about class activities that you already assign in your class that engage students in these characteristics.

**Explanation of Issues:** Student selects an issue to be considered and then states that issue or topic clearly. Student raises vital questions or problems associated with the issue and discusses them clearly and precisely.

**Evidence:** Student gathers and assesses relevant information from various perspectives. Student can interpret and evaluate the evidence objectively, setting aside personal preferences. Judgements made are based on evidence.

**Influence of Context and Assumptions:** Student thoroughly analyzes their own and others’ assumptions about the issue and carefully evaluates their relevance when presenting a position. Student is interested in other people’s ideas and is willing to examine various perspectives even when they might disagree.

**Student’s Position:** Student takes an imaginative position that considers the complexities of an issue. The student acknowledges what they do not know and recognizes their limitations and are watchful of their own errors. The student thinks openly within alternative systems of thought.

**Conclusions and Related Outcomes:** Conclusions are stated clearly and logically and reflect an informed evaluation of evidence. Student demonstrates the ability to prioritize the evidence and the perspectives discussed.

