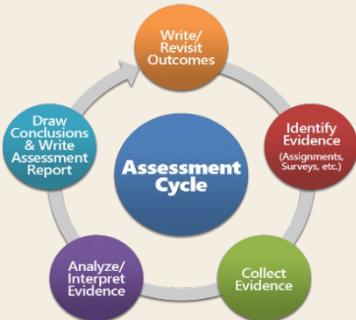




Assessment

Insight into Quincy University's Culture of Assessment September 2020

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

Additional Information regarding these learning outcomes will be provided in the upcoming issues of *Assessment*. 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 rubrics into LiveText.



Notes from the Director

The Fall 2020 semester is underway, and it is time to start thinking about assessment! For the next two years we will focus on assessing the following Bonaventure Program Learning Outcomes (BPOs): Knowledge of Diversity, Critical Reasoning, and Information Literacy. In these two years we will need to obtain a solid sample of student artifacts for each one of these BPOs to produce three quality assessment reports that will meet HLC requirements.

As noted in the Summer 2020 edition of *Assessment*, we are still struggling to obtain student artifacts. We must make this a priority. Part of the difficulty of obtaining student artifacts lies not just with the challenges we face from COVID-19 and online learning, but also in understanding what types of class activities will qualify for the BPOs we are assessing. This issue of *Assessment* will break down the criteria in the Knowledge of Diversity value rubric and provide detailed information about what types of assignments would be an appropriate Knowledge of Diversity artifact.

Additionally, the Academic Assessment Committee will be sponsoring assessment workshops that will focus on the three BPOs we are assessing. The newsletter is a prequel to what will be presented in the workshops.

The task ahead of us is great, but not impossible. I know that we are up to the challenge!

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



Knowledge of Diversity>>>> >>>

What does it mean to have knowledge of diversity? Students today are more likely to face challenges of working and interacting with people from different cultures. Being knowledgeable of diverse populations and issues is essential. Understanding, accepting, and valuing diverse backgrounds can help students in an ever-changing society. The ability to relate well to all types of people in the workplace involves understanding why we do the things we do, say the things we say, and believe the things we believe. We must recognize cultural rules and biases and see beyond those rules and biases and recognize new perspectives.

Topics that Promote Knowledge of Diversity Include:

Gender
Race



Ethnicity
Age
Physical and mental ability
Marital status
Parental status
Education
Income
Occupation
Geographic location

Possible Activities That Promote Knowledge of Diversity Include:

Essays
Presentations
Poems
Short stories

Case studies
Interviews
Experience reflections
Literature analyses
Original research studies

To assess this learning outcome, we will use the Intercultural Knowledge and Diversity 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. The next section of the newsletter will break down the categories present in the Knowledge of Diversity AAC&U Value Rubric.



Diversity Learning Resources

Great Lakes Colleges Association/Global Liberal Arts Alliance

<https://glcateachlearn.org/2017/11/13/intercultural-knowledge-and-competence/>

Association of Science and Technology Centers

<http://community.astc.org/ccli/resources-for-action/group-activities>

Faculty Focus

<https://www.facultyfocus.com/articles/effective-teaching-strategies/activities-building-cultural-competencies-students/>

Knowledge of Diversity: Demystifying the Rubric

The criteria below are the characteristics represented in the AAC&U Value Rubric. Each characteristic supports effective and appropriate interaction in a variety of cultural contexts. Your class activity may not be an EXACT match for each criterion in the rubric. It is okay to be “close.” Think about class activities that you already assign in your classes that engage students in these characteristics.

Cultural Self-Awareness: Students understand how one’s own cultural values and beliefs can affect behavior. Students demonstrate the ability to take themselves outside of their own cultural frame and begin to see things how others might see them.

Knowledge of Cultural Worldview Frameworks: Students understand that each culture has a distinctive way of thinking that it passes on through generations. Students understand various elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs, and practices.

Empathy: Students can identify various cultural views and move beyond their own perspectives and recognize feelings of other cultural groups. Students will demonstrate the ability to be supportive of these feelings.

Verbal and Nonverbal Communication: Students identify cultural differences in verbal and nonverbal communication and become aware that misunderstandings occur based on those differences. Students skillfully negotiate a shared understanding of those differences.

Curiosity: Students ask questions about other cultures, to seek out and articulate answers to the questions, and reflect on multiple cultural perspectives.

Openness: Students express an openness to interact with culturally different others and can suspend judgment.

ideas to Contemplate...

LiveText: Faculty Course Assessments

Over the summer Academic Assessment Committee (AAC) members assessed student artifacts that were uploaded into LiveText during Fall 2019 and Spring 2020. Two assessors from the AAC were assigned to each Bonaventure Program Learning Outcome (BPLO). This is a major accomplishment as we have typically not been able to assess the BPLOs from each year. The next step is for faculty members to add their assessment of artifacts uploaded into their courses within LiveText. This will give us 3 outside assessments for each student artifact.

If you instructed students in your Fall 2019 and/or Spring 2020 courses to upload at least one class assignment in LiveText, we now need for you to go into LiveText and assess that work. You will not be *grading* the assignment as you may have *graded* it in your class. Instead, you are assessing the work based on the criteria in the AAC&U Value Rubrics. This is how we get our data to report to HLC. Typically, only members of the Academic Assessment Committee have been able to assess work in LiveText. We have been missing that final assessment from the faculty. Included below is a link to a tutorial that will walk you through the assessment process. If you have any questions, please reach out to me at rowlaba@quincy.edu.

https://drive.google.com/file/d/1ajTWRa9gQpSBc5h_mA1r_s9V7jLXYhnQ/view?usp=sharing



More Resources >>>>>

Spring 2020 Faculty Assessment Workshop Materials

https://drive.google.com/file/d/1Uwsirp7IxiG_HOg3p2udaKqs7ZJ6Oy63/view?usp=sharing

Checking Student Uploads in LiveText:

https://drive.google.com/file/d/1PdsbBI2lUPIIwm7RSbBpwQ4_57PADuHd/view?usp=sharing

Resource for students: Uploading Artifacts to a Class in LiveText

<https://drive.google.com/file/d/1fCSGco1YNxRjDOjS2h41YUwiZmRBSkj/view?usp=sharing>



1800 College Avenue
Quincy, IL 62301

Contact Dr. Barb Rowland 217-228-5432 ext. 3198

rowlaba@quincy.edu

Office FRH Rm 243

