

in this issue >>>

Assessment and Student Learning
Getting Excited about Assessment
BPP Portfolio Assessment
QU Assessment Cycle



Issue
ONE

Quincy University

Assessment

Insight into Quincy University's Culture of Assessment Fall 2018

current topics >>>

Liberal Arts and Assessment

In an online *Forbes* article, Ryan Craig (2017) identifies 10 issues plaguing higher education. He addresses the issue of assessment and a liberal arts degree.

"...over the past several decades we have seen an exodus from liberal arts into pre-professional programs (business, healthcare, education, technology) – one that is more pronounced for lower SES students. Unless and until colleges and universities are able to document that liberal arts programs actually produce the outcomes we've taken on faith, this exodus will continue and liberal arts programs will be increasingly a plaything for rich kids (who'll use connections to get good first jobs, so it doesn't matter what they study). Incorporating assessments demonstrating critical thinking, problem solving and situational judgment is the most likely way to convince employers (and students) of the value of our beloved liberal arts programs."

For more information go to

<https://www.forbes.com/sites/ryanacraig/2017/01/20/the-top-10-higher-education-issues-we-all-agree-on/#2291888cfa87>



Notes from the Director *Getting to Know Me*

While I have introduced myself to many of you already, I thought it might be important to provide a bit of my background and why assessment is so important to me. I migrated to Quincy, via Rushville, Illinois. That is where I was raised and where I raised my three boys. When the boys graduated high school and began the next journey in their lives, my husband and I decided we wanted to embark on a journey as well.

It was time for a move. Our final decision was based on location, food choices (we were ready for more than just Dairy Queen and Subway), and family. My husband works in Mt. Sterling as a correctional officer for Western Illinois Correctional Center and he loves this job. So, we knew wherever we went needed to be relatively close to his work. Quincy was a logical choice. I have several family members who live in Quincy and there are several food choices! We have been in Quincy for nearly four years and we are very happy here. Not long after we settled in our new environment, I received a call asking if I would be interested in teaching a few classes at Quincy University. I jumped at the opportunity. I had spent a few years

You
are not
"College
Material"

teaching online courses full-time and while I did enjoy the world of online learning, I soon discovered that I really missed the human interaction with students. I missed being in the classroom, being in a building where I could actually talk to others about learning, and truthfully, I needed to get out of the house once in a while. My entire career has been in education and I can't see myself doing anything else. I graduated from Western Illinois University with a BA and MA in English. My first teaching assignment was in the very small town of Industry, Illinois. I taught sixth through eighth grade reading and grammar. My entire eighth grade class had eight students. Eight! I loved teaching at Industry because I really became connected to my students and their families

Notes from the Director...

After about eight years in Industry I took a job teaching high school English in Canton, Illinois. I was there for about seven years before I began my career in post-secondary education. It started with teaching a few evening courses for Spoon River College on the Rushville campus. Not long after, I became a full-time faculty member in the English department on the Macomb SRC campus. While teaching for Spoon River I earned my PhD in Curriculum, Instruction, and Assessment from Walden University.

Interests in Assessment

I realized that my desire to focus on curriculum and assessment derived from a personal experience I had, and then later my son had, with a high school



guidance counselor. When it came time for me to graduate high school and select my college of interest, my high school guidance counselor told me that college would not be an option for me. Her rationale was that I had done poorly on the ACT test so I was not college material. I ended up attending a trade school where I was able to “find myself.” I came to believe that I was in fact college material. That is when I enrolled in the education program at WIU. When it was time for my oldest son to graduate high school, he too was

told he did poorly on the ACT and should not attend college. These experiences drove my research focus on assessment. My research studies examined the connections between assessment and learning. I wanted to help educational institutions implement fair and effective assessment practices. I came to understand that assessment should not be “high stakes” and should not elicit fear within students or faculty. Assessment should be positively viewed as a way of showing what we have accomplished and where we need to go from here. Assessment can enhance the learning process when we use it to improve student learning. I am thankful for this opportunity to be a part of Quincy University’s Assessment Team.



Cycle of Assessment

The following BP Learning Outcomes will be assessed during the 2018-2019 Academic Year:

1. **Global Perspective**
2. **Knowledge of Diversity**
3. **Franciscan Values**
4. **Civic Engagement**

Please review the materials sent out in an earlier email. These materials explain the BP Learning Outcomes and provide resources on class assignments that will meet these outcomes. The video can be accessed at <https://youtu.be/8PmPu9TsTgY>

Please start thinking about how you achieve these outcomes in your classes and send Dr. Rowland your requests for uploading rubrics into LiveText.

News from the Team >>>



What Has the Assessment Committee Been Up To?

The assessment team has been hard at work! We are meeting bi-weekly this year so that we can enhance our assessment practices at QU and prepare for the HLC visit in October 2019. Assessment team members include: Mr. Harry Cramer, Dr. David Kirchhofer, Dr. David Landsom, Dr. Teresa Reed, Dr. Dana Walker, Dr. David Shinn., Dr. Matthew Bates, Dr. Barbara Rowland, and Dr. Barbara Schleppenbach

The assessment team is charged with coordinating the University’s academic assessment efforts. The assessment of academic success is an essential component in the evaluation of overall institutional effectiveness. Currently, the Assessment Committee is continuing to evaluate Program Assessment Reports, which are necessary in providing documentation of our assessment efforts and progress. Please submit past and present program assessment reports.

The Assessment Committee members are additional assessment resources that you can tap into when needed.



Assessment Results

Recently 29 faculty participated in the Quincy University Faculty Assessment Survey. The results were helpful in determining areas for further training, identifying areas that need clarification, and revealing levels of confidence when it comes to assessment.



The majority of faculty reported they understand and engage in QU assessment practices. Similarly, the majority of faculty revealed their individual academic departments value involvement in assessment. Most agree that QU assessment practices are driven by HLC compliance requirements, which adds a bit of pressure when it comes to becoming involved in assessment activities; however, faculty still acknowledged that the overall goal of assessment is to improve student learning and accurately reflects what we do as faculty members.

One area that many respondents felt we could improve upon is in the regular sharing of assessment results. The majority of faculty reported that results are not regularly shared but should be. When it comes to the Bonaventure Program and Portfolio, many participants slightly agreed they understood the purpose of the Bonaventure Portfolio and their confidence in explaining the purpose to their students. Similarly, the majority of faculty reported they slightly agreed that it is important for them to discuss the Bonaventure Portfolio with their students. Finally, the survey revealed that most faculty are not confident in their abilities to use LiveText or help students use LiveText. These results are very helpful in determining content for upcoming workshops and assessment resources.



*Let's Cheer
About
This!*

Spring 2018 Assessment

We had excellent participation in our Spring 2018 assessment efforts. Rubrics were uploaded into forty-four classes within LiveText, which provided many student products to assess. This is a great start for us and demonstrates our dedication to enhancing QU's assessment practices. Many faculty have indicated they struggle with the intricacies associated with LiveText. Many have noted that LiveText is difficult for faculty and students to navigate. "How to" guides for submitting student work to LiveText assignments and portfolios have been created. Additionally, guides to assist faculty in assessing student work in LiveText are available. The goal is to have a central location for these documents so that everyone can access them. Until then, please reach out to Dr. Barb Rowland if you or your students need a tutorial as you work through LiveText.

ask the experts >>>

Q: *How is assessment connected to student learning?*

A: *A Sense of Focus*

Analyzing assessment results allows us the opportunity to identify what students have learned. This knowledge of student learning provides us with a sense of focus for further instruction (Guskey (2003)).



