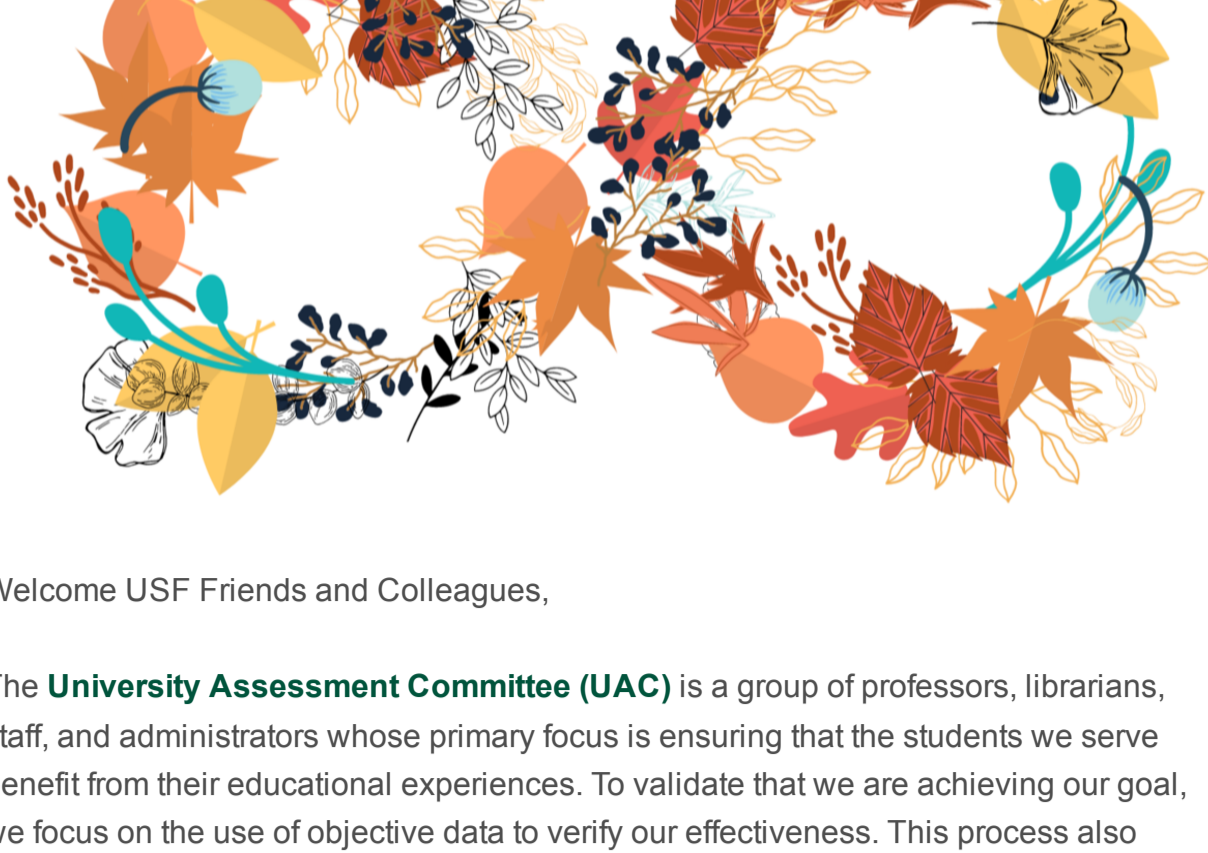


In the Loop

Biannual Newsletter from the University Assessment Committee



Welcome USF Friends and Colleagues,

The **University Assessment Committee (UAC)** is a group of professors, librarians, staff, and administrators whose primary focus is ensuring that the students we serve benefit from their educational experiences. To validate that we are achieving our goal, we focus on the use of objective data to verify our effectiveness. This process also allows us to demonstrate our success to students, parents, funders, and any other interested parties.

Assessment is about curiosity. How do we know if we are accomplishing what we say or think we are accomplishing? In the classroom, we can measure how effective we are by reviewing student work products but how do we demonstrate educational effectiveness as students complete an internship; or as students are provided with financial support; or that students have sufficient social opportunities via co-curricular activities or interacting with their peers in our dorms? How do we know if we are effective in providing tutorial services or other alternatives that support a healthy and active lifestyle? To know this, we need to both value and institutionalize assessment at USF.

Caring for our students is ingrained in our mission and values at USF. More importantly, it is part of our personal ethos as educators. Through proper assessment methods, we can verify that we are achieving both the Jesuit hallmarks of *cura personalis* as well as enacting values that we may personally hold dear.

Jack Lendvay, PhD, PE
Associate Professor, Department of Environmental Science

Monika Hudson, EdD, DBA
Associate Professor
Director, Gellert Family Business Resource Center
International Business Program Coordinator

Announcements

Assessment-Related Activities & Events

6+ You Grant Awarded to Anti-Bias in Assessment Group

The 6+ You Jesuit Foundation Initiative awarded the Anti-Bias in Assessment subgroup of the University Assessment Committee a mini-grant of \$2,500 to host a series of workshops and talks for faculty, staff, and students titled “Addressing Bias and Racism in Assessment.” Sessions will be led by experts and facilitators from the University, and include topics such as bias and racism in grading, reviewing student and program learning outcomes, and identifying bias in assessment. Please be on the lookout for more information soon.

2021 Educational Effectiveness Award (EEA) Winners

The EEA recognizes excellence in assessment practices at USF. The 2021 EEA was given to the Environmental Management Assessment Team in the College of Arts and Sciences: **Allison Luengen, Tom MacDonald, April Randle, and Sindy Vela**. Congratulations on your exemplary assessment practices and on “closing the loop!”

Magis Methods

What is the Mission Priority Examen and Why Does it Matter?

by Erin Brigham, PhD
Executive Director, The Joan and Ralph Lane Center for Catholic Social Thought and the Ignatian Tradition and Chair, University Council for Jesuit Mission

As a member of the Association of Jesuit Colleges and Universities (AJCU), USF is expected to demonstrate effectiveness in key areas of its Jesuit mission. Seven areas are identified in the AJCU’s **Characteristics of Jesuit Higher Education**, a reflection instrument that guides the Mission Priority Examen (MPE). The MPE is coordinated by a joint committee of AJCU presidents and Jesuit provincials and represents a collaborative, dialogue-driven way to assess how each university is living out its Jesuit mission and Catholic identity.

Assessment that is Distinctive to USF’s Jesuit Identity

The MPE shares many of the elements of secular assessment: inquiry and the evaluation of stated outcomes, a self-study and site visit, **and an effort to “close the loop” through the practice of continuous improvement.** It is called an examen because it reflects a spiritual practice embraced by the Jesuits and those inspired by Ignatian spirituality. A personal examen involves reviewing one’s day, paying attention to moments of gratitude and integration as well as moments that evoke tension, regret, or a desire to grow. As an institutional examen, the MPE similarly challenges us to pay attention to areas where we are doing well and areas where we are falling short in living out our mission.

MPE Structure

The central questions of the MPE are:

- When you reflect on your experience of USF’s mission, what brings you joy and gratitude? What are we doing well?
- Is there anything missing in USF’s commitment to mission? In what areas do you hope to see the university grow?

We will focus our 2021-2022 examen on the following areas that are particularly relevant to our strengths and aspirations:

- Advancing diversity, equity and inclusion, grounded in our Catholic identity
- Living and learning environmental sustainability in the spirit of **Laudato si**
- Educating students to become discerning global citizens

A self-study committee will gather feedback on these topics during the months of September and October and submit a self-study report to a team of peers from other Jesuit Universities in December. After reviewing our report, the peer team will visit USF February 9-13, 2022 and make recommendations to nudge us toward a deeper realization of our self-identified goals and priorities.

The MPE is Assessment that Belongs to Everyone

Because mission-integration is a shared responsibility across the university, all divisions are invited to participate in listening sessions on each of the three focus areas and the MPE self-study. You can find out more about the MPE and ways to get involved on the **Mission Council’s webpage**. You are invited to attend the next listening session on Tuesday, October 26, 2-3 p.m., which will cover the third MPE focus, Educating students to become discerning global citizens. **Registration is required.**

Mapping the MPE to Student Learning

“The real measure of our universities lies in who our students become.” This quote by former General Superior of the Jesuits, Peter Hans Kolvenbach SJ, reminds us of the centrality of student learning in evaluating mission integration. One aspect of the examen focused on academic life will look at program and course-level learning outcomes and whether or to what degree they reflect the MPE foci: Advancing diversity, equity and inclusion, 2. Living and learning environmental sustainability in the spirit of *Laudato si*; and 3. Educating students to become discerning global citizens. Another area invites us to reflect upon student, staff, and faculty experiences at USF. Are we cultivating an Ignatian campus culture marked by *cura personalis*, not just in the classroom but in all relationships within the university? The distinctive quality of Jesuit education is transformative, not only because of what is taught but how it is taught and supported by the university community. We all participate in that.

Notes from the Field

HyFlex at USF This Fall: Benefits, Challenges, and Assessment

Associate Director, Instructional Design & Educational Technology Services

This semester is unlike any other at the University of San Francisco. In an effort to safely reopen campus and prioritize flexibility for students, we are offering more course modalities in a single semester than ever.

Among these new modalities is Hybrid Flexible (HyFlex). Invented at San Francisco State University by Dr. Brian Beatty many years ago but largely un-utilized until COVID-19, HyFlex at USF provides a synchronous remote and in-person class experience simultaneously for students. This semester USF has over 120 HyFlex classes with 70+ instructors leading them. In addition, countless instructors are temporarily leading HyFlex classes to accommodate student quarantining.

What are the benefits of HyFlex?

- A number of USF faculty have reported that once they’ve overcome the steep learning curve, HyFlex teaching becomes significantly easier.
- HyFlex teaching has been critical in our ability to include students who are unable to be on campus this semester.
- HyFlex teaching maintains many of the benefits of remote teaching, for example, the ability to use the chat as a backchannel, provide students multiple ways of participating in class, and for those recording sessions, an ability for students to review important content.
- HyFlex learning provides the ultimate flexibility for students. In the future, HyFlex teaching might provide USF with an opportunity to reach new students who require greater flexibility, particularly at the graduate level.

What are some of the challenges?

- There is a significant technology component to teaching HyFlex, including in-class equipment set-up and management and Zoom management, in parallel with teaching.
- HyFlex courses must be redesigned to ensure an equivalent learning experience for remote and in-person students.
- Faculty need to establish new class routines to make sure they are adequately engaging remote students. For example, after lecturing for 10 minutes, an instructor should: check for in-class questions, repeat the question, respond, check for remote student questions, repeat the question, respond, review the chat for questions, read aloud, respond.
- It’s likely to take extra time. Monitoring chat, providing additional instructions, repeating questions, and setting up break-out rooms all add time. It’s helpful if faculty anticipate this and build in extra transition time.

How Do Faculty Think About Assessment Differently in HyFlex?

- Learning Outcomes — When designing a HyFlex course, faculty should consider their student learning outcomes and whether they can be met effectively in both participant modes. If they can’t, faculty should consider revising the learning objectives or developing alternative ways for remote students to achieve the same learning objective. Figure 1.4.2 of Brian Beatty’s ebook, *Hybrid-Flexible Course Design* (below) offers a simple table for conducting this exercise.

2. Analyze and Confirm or Modify Expected Student Learning Outcomes		Program	Course	Session
Student Learning Outcomes		Indicate SQ level		
List the current student learning outcomes (or create new ones) for face to face participation:		Validation/Modification/Clarification for Online Participation		
		YES	NO	Modifications/Clarifications needed:
Comments:				

- Formative Assessment — Both you and your students will benefit from frequent and early formative assessment opportunities. In a HyFlex course, polling (via Zoom or PollEverywhere), One Minute Papers at the end of class or other ‘exit ticket’ activities (perhaps using the chat, if all are on Zoom), or shared Google docs, are effective formative assessment tools that can be used by in-person and remote students
- Summative Assessment — Providing an equivalent summative assessment experience for both student participation groups is also key. At Duquesne University, faculty teaching HyFlex have been encouraged to consider online assessments, such as projects, presentations, quizzes and tests, and other similar experiences for all students.

If you are interested in learning more about HyFlex or receiving support with designing or teaching your HyFlex course, you can book an ‘Instructional Design’ consultation **here**.

References

- Beatty, B. J. (2019). Designing a Hybrid-Flexible Course: Creating an Effective Learning Environment for All Students. In B. J. Beatty, Hybrid-Flexible Course Design: Implementing student-directed hybrid classes. EdTech Books. Retrieved from https://edtechbooks.org/hyflex/hyflex_design
- Duquesne University (2021). **HyFlex Approach - Assessment**

USF Resources

- **USF Teach HyFlex Teaching Toolkit**
- **HyFlex at USF ETS Overview** (modality, classroom, portable Zoom kits)

Submit to In the Loop

We want to feature your assessment experiences in the next edition of *In the Loop*! Please email your ideas to **Katie Hoffman**.

If you are looking for support with academic and co-curricular program reviews, the Office of Assessment and Accreditation Support (OAAS) is a resource to you. Please email **Deborah Panter**, call **(415) 422-4588**, or visit the **OAAS website** for more information.

Join the conversation **#USFCA**

