

Using BlueStar to Complete Narrative Course Assessments

SNL Instructors will use BlueStar to complete narrative course assessments for undergraduate courses at SNL. The assessment will appear as a “To-Do” item in the system.

We recommend you first complete your assessments in the *Course Assessments Template*, a Word document available on the [Faculty Forms page](#) so that you can a) save the assessment for your records, and b) cut and paste from the Word document so that you will not lose anything if Campus Connect times out while you are doing the assessments.

Both the student’s Advisor and Mentor will have access to the course assessments. The information you enter into BlueStar will auto-generate an email to the student with your feedback.

A step-by-step instructional video leading faculty through using BlueStar to complete their course assessments is available here: <https://vimeo.com/135482653>. Should you have questions, please email snlcourseassessment@depaul.edu.

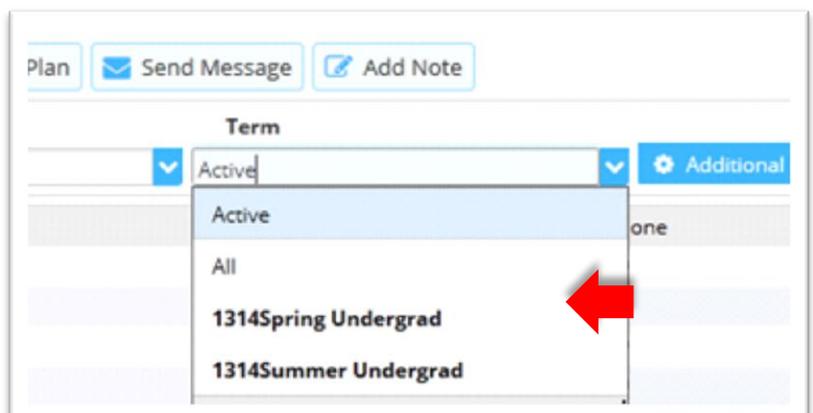
1. Access Campus Connect to obtain the course roster with competencies listed per student. Main Menu > Faculty Center > Instructor Resources > Access SNL Roster. The competencies are listed as *requirement designations*.

2. Access BlueStar through Campus Connect. After you log into Campus Connect, go to Main Menu > Self Service > BlueStar Student Support.

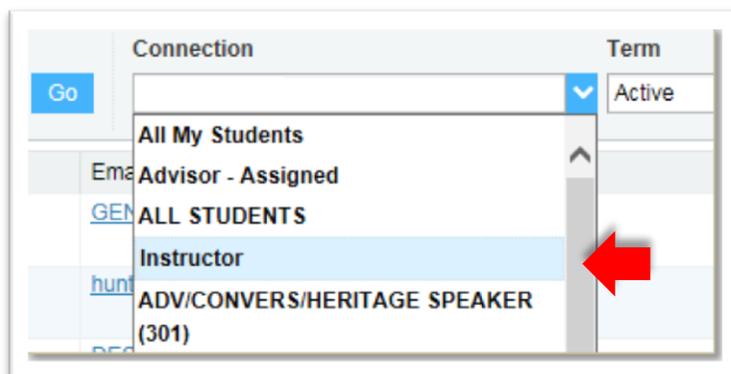
3. Click on the Student tab. By default, you will see all the students that you currently have access to in BlueStar.



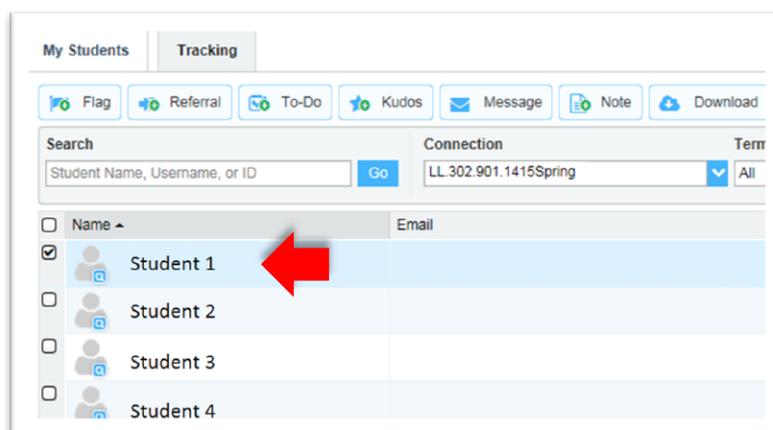
4. Next, you will see three sorting options across the page: search, connection and term. From the drop down for Term, select the term associated with the course you want to view.



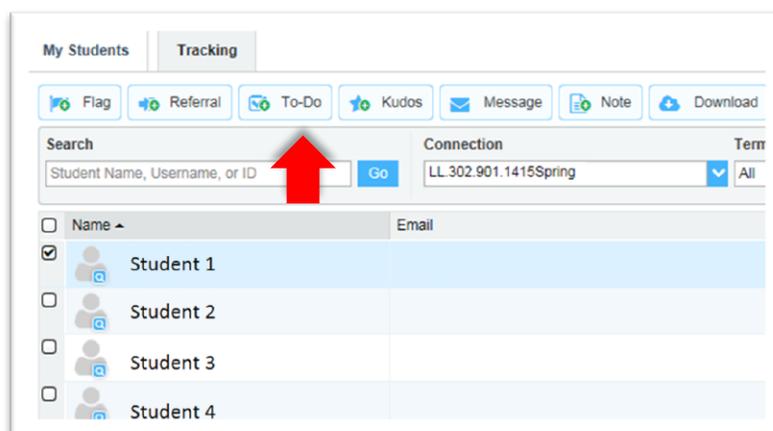
5. From the **Connection** drop down menu **select Instructor**. This will show you all students enrolled in your current courses.



6. Select the student you would like to provide feedback for by **clicking the box to the left of the student's name**.



7. **Click the To-Do icon** located above the student names.



8. Click on the To-Do item drop down menu, and select **SNL Course Assessment**.

The screenshot shows a 'Create To-Do' form. On the left, there are labels for 'To-Do', 'Course Context', and 'Comment'. The 'To-Do' dropdown menu is open, showing three options: 'Follow Up' (with a checkmark), 'Meet with Your Advisor' (with a checkmark), and 'SNL Course Assessment' (with a checkmark and highlighted in blue). Below the dropdown is a text area for the comment. At the bottom, there are 'Never Mind' and 'Save' buttons, and a 'Required fields' indicator.

9. Select the appropriate course name from the **Course Context** drop down menu. There may be several sections listed per course, one for each course competency. You can choose any course section to provide feedback, addressing all competencies in one message to the student.

The screenshot shows a 'Create To-Do for' form. The 'To-Do' dropdown is set to 'SNL Course Assessment'. The 'Course Context' dropdown is open, showing 'No Course' (highlighted in blue) and a list of course sections: 'ACTIVE CITIZENSHIP (901) (HC.302.901.1415Spring)', 'ACTIVE CITIZENSHIP (902) (HC.302.902.1415Spring)', and 'CRITICAL THINKING (202) (LL.270.202.1415Summer)'. Below the dropdown is a text area for the comment. At the bottom, there are 'Never Mind' and 'Save' buttons, and a 'Required fields' indicator. A 'Student View' note is also visible.

10. **Write your comments about the student's performance in the course.** You will notice that the text which pre-populates in the comment box is the same text that appears in the *Course Assessments Template*. You should copy the feedback you included for the student in the *Course Assessments Template* for items 1 through 3 into BlueStar. Save your comments. The To-Do item will be emailed to the student, and you will repeat the process for each student enrolled in the course.

Create To-Do [Never Mind] [Save]

• To-Do: SNL Course Assessment

• Course Context: No Course

• Comment

1. List all course competencies, with competence statements, that the student took and you are assessing:
2. In working toward these competencies, describe one or two specific things that the student did well.
3. Write a brief final note to each student with individualized feedback that will help them continue to develop as learners and to achieve their academic goals. Research on adult learning transfer (Kaiser, Kaminski, Foley), stereotype threat (Steele) and growth mindsets (Mueller and Dweck) indicates that your note will be most effective if you answer the following questions:
 - o How has the student demonstrated effort, willingness to try and/or persistence?
 - o Given what the student has accomplished, what new goals might he or she set?
 - o How can the student use what they have learned/accomplished in your class in other classes or in their personal or professional life?

Student View: The student can view this item and the notes entered above.

Permissions: People with the following roles may be able to see this tracking item if they have a relationship with the student(s):

- Advisor - Assigned
- Instructor
- Advisor - General
- Retention Coordinator
- Creator

Required fields [Never Mind] [Save]

11. **To see a list of the Course Assessments you completed this Quarter, click on the "Tracking" tab,** located to the right of the "My Students" tab.

Home Appointment **Tracking** Students Services Search for Students

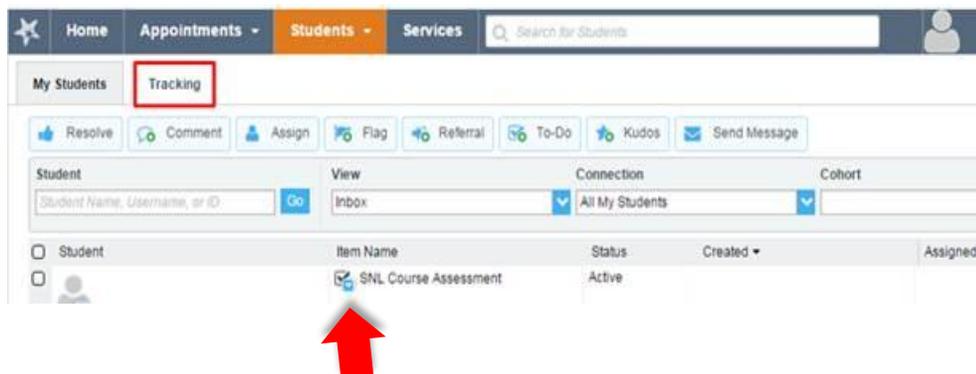
My Students Tracking

Resolve Comment Assign Flag Referral To-Do Kudos Send Message

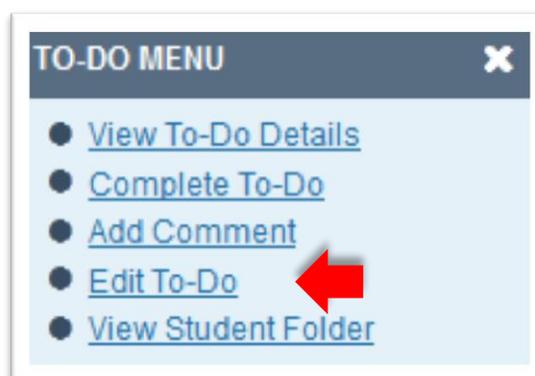
Student: [Student Name, Username, or ID] Go View: [Inbox] Connection: [All My Students] Cohort: []

<input type="checkbox"/>	Student	Item Name	Status	Created	Assigned
<input type="checkbox"/>	[User Icon]	SNL Course Assessment	Active		

12. If you need to edit an assessment after you've saved it, navigate to the **Tracking tab**. Identify the assessment you need to edit and **select the small blue upside down triangle underneath "SNL Course Assessment"** to bring up the **To-Do Menu**.



13. From the **To-Do Menu**, select **"Edit To-Do."** You will then be able to make adjustments as needed to the assessment. Once you click Save, the edited assessment will be emailed to the student.



References

Kaiser, L., Kaminski, K., & Foley, J. (Eds.). (2013). *Learning transfer in adult education*. San Francisco: Jossey-Bass. <http://www.wiley.com/WileyCDA/WileyTitle/productCd-1118640950.html>

Steele, C. (2011). *Whistling Vivaldi: How stereotypes affect us and what we can do*. New York: W.W. Norton & Company. http://www.amazon.com/Whistling-Vivaldi-Stereotypes-Affect-Issues/dp/0393339726/ref=sr_1_1?ie=UTF8&qid=1434422306&sr=8-1&keywords=claudio+steele

Mueller, C., & Dweck, C. (1998). Praise for intelligence can undermine children's motivation and performance. *Journal of Personality and Social Psychology*, 75(1), 33-52. Retrieved from PsycARTICLES. <http://psycnet.apa.org/journals/psp/75/1/33/>

Dweck, C. (2008). *Mindset: The new psychology of success : [how we can learn to fulfill our potential]*. New York: Ballantine Books. http://www.amazon.com/Mindset-Psychology-Success-Carol-Dweck/dp/0345472322/ref=sr_1_1?s=books&ie=UTF8&qid=1434422503&sr=1-1&keywords=growth+mindset

Dweck, C. (Director) (2014, September 12). The Power of Yet. *TEDxNorrköping* . Lecture conducted from TEDx, Norrköping. <https://youtu.be/J-swZaKN2Ic>