ST. OLAF COLLEGE

2022-2023 OLE Core and Decennial Cycle Assessment
September 2023

Executive Summary

OLE Core Assessment

Building on the process established and piloted in 2021-22, the Assessment Committee led assessment of Active Body (ACB), Ethical Reasoning in Context (ERC), and Religion, Faith, and Values (RFV) in 2022-23. Of those teaching courses carrying one of these attributes, 63 out of 73 faculty submitted artifacts. While this constitutes a marked improvement over the submission rate from 2021-22, the committee continues to work toward bringing that rate to 100% (with strategies for achieving this addressed below). Teams of faculty developed rubrics for each attribute, and thirteen faculty and staff gathered in early June to score the 284 artifacts sampled from the 1,168 received.

In addition to scoring the artifacts against the corresponding rubrics, teams also evaluated whether the associated assignment prompt was well-aligned with its Intended Learning Outcome (ILO); 30% of prompts submitted were judged to have poor alignment to the ILO. As in 2022, we found that well-aligned prompts were more likely to produce student work that was judged as sufficient or exemplary. Overall, students' performance was weakest in ERC ILO #3 ("Identify or critically evaluate their own ethical views"). For the remaining ILOs, the majority of students scored at the "sufficient" level or higher, particularly when focusing on the well-aligned assignments alone.

The Summer 2023 Assessment Workshop Team developed the following recommendations and next steps to respond to what was learned during the scoring process:

1. Collaborating with CILA to introduce new faculty to the OLE Core and academic assessment at St. Olaf during New Faculty Orientation.

2. An assignment prompt workshop to provide faculty teaching in the OLE Core with advice on structuring effective assignment prompts to assess OLE Core ILOs.

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3. Recommendations for implementing a review process for OLE Core courses approved in "Bucket 1" (existing courses that were deemed to be "near" to a new OLE Core attribute and were moved over into the OLE Core without a formal submission).

4. Suggested changes to the CourseLeaf submission form for new course proposals to emphasize the OLE Core ILOs more clearly on the syllabus and include sample assignment prompts for each ILO in the submission.

5. Suggested changes to the ACB, ERC, and RFV Intended Learning Outcomes and/or assessment rubrics.

6. Targeted messaging for faculty about the findings of the scoring workshop.

Decennial Assessment Cycle

Departments and programs are now fully launched into the new Decennial Assessment Cycle. The Assessment Committee is tracking progress on department/program Decennial Assessment Plans, as well as following up with departments or programs that were given a deferral in submitting their Plans due to external reviews that occurred within the last two years. A subset of departments and programs will be submitting assessment reports each year depending on where they've elected to do so within their Decennial Plans. Reports are due at the same time as department/program annual reports. In Summer 2023, the Assessment Committee received reports from six departments and programs; their findings are detailed further in the Full Report below.

Full Report

2022-23 OLE Core Assessment

Following the schedule (Appendix A) for OLE Core assessment established by the Assessment Committee, the OLE Core attributes assessed in 2022-23 were Active Body (ACB), Ethical Reasoning in Context (ERC), and Religion, Faith, and Values (RFV).

Methods

Building on the process established and piloted in 2021-22, the Assessment Committee recruited six faculty members to serve on rubric development teams for the three OLE Core attributes assessed in 2022-23 (with at least one subject-matter expert per rubric team). In addition, one member of the Assessment Committee led each 3-person team. This resulted in rubrics created for ACB, ERC, and RFV for use in a summer scoring assessment workshop (Appendix B). All faculty were given the opportunity to provide feedback on the rubrics before they were deployed for scoring, and the Assessment Committee and rubric teams pilot tested the rubrics by scoring sample artifacts from ACB/ERC/RFV Fall courses. The ACB and RFV rubrics have three performance levels, similar to the Social Sciences rubric from 2022: Insufficient, Sufficient, and Exemplary. Through pilot testing, the team designing the ERC rubric determined that non-expert scorers would likely not be able to differentiate between "exemplary" and "sufficient" ethical reasoning abilities, so the final version of the rubric describes just two levels of proficiency ("insufficient" and "sufficient").

All faculty teaching courses carrying ACB, ERC, and/or RFV in 2022-23 were randomly assigned one of the Intended Learning Outcomes (ILOs) from the attribute(s) associated with their course(s). Faculty teaching multiple courses with these attributes, or teaching a single course with more than one of the attributes, were assigned only one ILO in one course (multiple sections of the same course were treated as a single course). Those assigned an ILO were asked to submit all student work (artifacts) from one assignment, quiz, or exam[1] that addressed their assigned ILO. They were also asked to submit their assignment prompt/test question(s) and a brief rationale for how their chosen prompt(s) aligned with the ILO they were assigned.

In total, 63 out of 73 faculty submitted artifacts for their assigned ILO, reflecting an 86% participation rate. While this is a marked improvement over the 63% participation rate from the

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[1] We received several different types of artifacts across the three attributes, including short answer or essay questions from quizzes/exams, essays or research papers, reflection essays, discussion prompt responses, and journal entries.

2021-22 OLE Core assessment process, the Assessment Committee worked hard to bring that rate to 100%. Several factors accounted for the discrepancy. In one case, several Kinesiology faculty members did not submit artifacts in the Spring because the Fall faculty had submitted all required artifacts, and some spontaneously submitted extra artifacts in Fall; as a result, the department did not focus as heavily on tracking their Spring submissions. (Still, Kinesiology contributed the majority of the 317 artifacts submitted for ACB). In three other cases across the attributes targeted for assessment, late term faculty hires did not receive timely communication from chairs about their responsibility to collect artifacts. One additional faculty member inherited a course from a departing colleague at the last minute and did not prepare an assignment for OLE Core assessment. The Assessment Committee did not hear from the remaining two non-submitters.

All of this leads to the conclusion that the process of ramping up communication about artifact submission (which began in 2022-23) needs to continue and be further improved. To this end, the committee, in partnership with the Center for Innovation in the Liberal Arts, held a session with all new faculty about OLE Core Assessment, and held two prompt-writing workshops at the beginning of the 2023-24 academic year.

From the 1,168 artifacts received, 284 were randomly sampled for scoring in the summer assessment workshop. The aim was to have approximately 40 artifacts[2] per ILO, based on recommendations from last year's workshop team, and to evenly distribute artifact sampling across the courses submitting for each ILO. The table in Appendix C provides details on submission rates and artifact sampling numbers by ILO. The Institutional Effectiveness and Assessment (IE&A) office removed any identifying information from the submitted artifacts and assignment prompts before the summer workshop, including student names, instructor names, and/or course numbers.

Thirteen faculty and staff participated in the three-day summer scoring workshop, representing the Departments of Art and Art History/Asian Studies, Chemistry, Dance, Economics, Education, English, MSCS, and Psychology, as well as IE&A. Because the ACB artifacts were relatively short, the full group broke into teams of 2-3 on the morning of the first day to score the artifacts selected for this attribute[3]. Prior to scoring, the group participated in a rubric norming exercise

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[2] The sample was slightly higher for ACB given the larger number of courses assigned to this attribute's single ILO targeted for assessment. Conversely, other ILOs had slightly under 40 artifacts in an attempt to balance the workload (page counts) for faculty scoring teams.

[3] All ACB artifacts were collected for assessment of ILO #2: "Analyze the relationship between movement practices and health and well being." ILO #1 is "Learn a movement practice," which was determined to be more of a "checkbox" ILO in that students who pass the course are assumed to have achieved it. The ILO does not imply any particular level of proficiency and so does not need to be further evaluated through any type of artifact/rubric scoring.

using a separate sample of six training artifacts. This exercise was repeated for ERC and RFV artifact scoring in the afternoon. The remainder of day one and all of day two were spent scoring ERC and RFV artifacts in the same small teams, with each team assigned to one of the six ERC/RFV ILOs. When scoring artifacts, team members each scored all artifacts separately but came together at regular intervals to discuss and resolve differences in scores to reach consensus. These consensus scores (one per artifact) are what appear in the results summarized in this report. On the final day of the workshop, the group divided into larger teams with representatives from the different ILOs to draft recommendations for the Assessment Committee based on lessons learned during the scoring process (see the "Summary and Recommendations" section for more details).

Results

The 2022 Social Sciences OLE Core scoring workshop revealed the importance of assignment prompt alignment with the ILO being assessed. A modified scoring of one of the ILOs demonstrated that well-aligned prompts were more likely to elicit student work that sufficiently demonstrated achievement of the ILO. Prompts that vaguely or indirectly referenced the ILO elicited work that likely underestimated student learning because students lacked the opportunity to demonstrate their knowledge in the ILO area. Thus, as part of the scoring process in 2023, teams were asked to judge whether assignment prompts (including exam question prompts, where applicable) were well-aligned with their corresponding OLE Core ILO.

All artifacts were scored regardless of assignment alignment, but we summarize the scores below in two ways: one that includes all artifacts ("Overall"), and an adjusted score summary that focuses only on artifacts produced from assignments that were well-aligned with their ILO ("Adjusted"). Despite prompting faculty to consider how their chosen prompt aligned with the ILO they'd been assigned, approximately one-third (30%) of prompts were judged to have mixed[4] or poor alignment (see Appendix D for more details on prompt alignment and scoring results).

As Figure 1 shows, well-aligned prompts are more likely to produce student work that is judged as sufficient or exemplary. Poorly-aligned prompts can make it difficult to know whether an "insufficient" score reflects a lack of learning by the student, or simply a lack of opportunity to demonstrate their learning related to the ILO because they were not directly prompted to do so.

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[4] Some assignments were judged as "mixed" because they provided students with a choice of prompts to respond to, some of which were well-aligned with the ILO and some that were not. As a result, students may not have had a chance to demonstrate achievement of the ILO based on their choice of prompts. These artifacts were also excluded along with those from poorly-aligned assignments when adjusting the artifact score results.
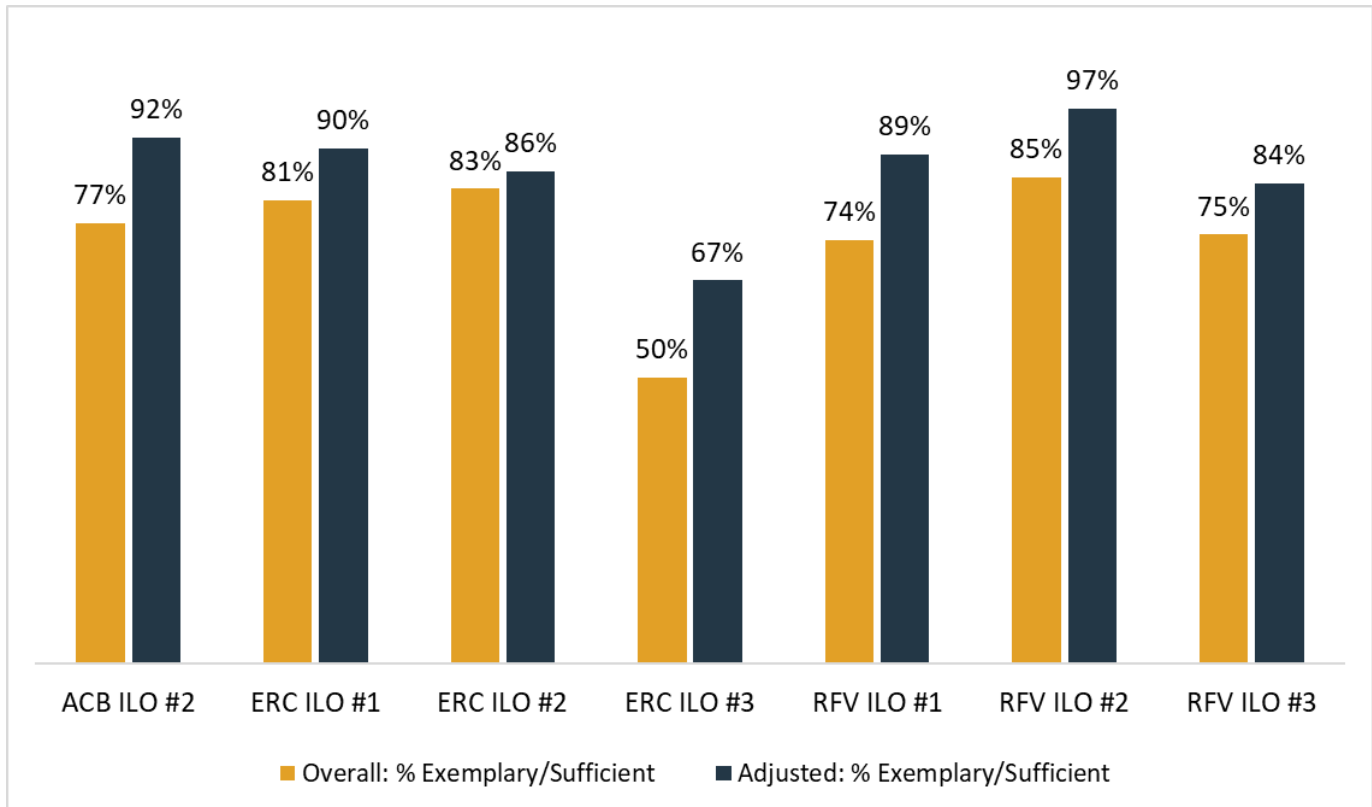
Fig 1. Impact of assignment prompt alignment on 2023 student artifact scores. The gold bars on the left for each set show the overall % of artifacts that received "exemplary" or "sufficient" scores, while the darker bars on the right show the adjusted scoring results when only artifacts with well-aligned prompts were considered.

For most ILOs across the three attributes, the majority of students scored at the "sufficient" level or higher, particularly when focusing on the well-aligned assignments alone. Overall, students' performance was weakest in ERC ILO #3 ("Identify or critically evaluate their own ethical views"). Part of this may be explained by the fact that this ILO had the smallest number of courses that submitted artifacts, and that nearly half had poorly aligned prompts. Another factor may by that, in the rubric for scoring the ERC ILOs, it notes that sufficient demonstration of student learning for ILO #3 depends on having successfully demonstrated sufficient learning in ILOs #1 and 2, meaning there is a statistically lower probability for demonstrating sufficiency in ILO #3. At the same time, another conclusion is that courses carrying ERC are not currently emphasizing analysis of individual ethical perspectives as much as they should. Insofar as one major goal of assessment is to share results with faculty, the committee plans to share this discrepancy to those teaching ERC courses so that individual faculty can consider ways to increase this emphasis.

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Summary and Recommendations

Through the summer assessment workshop scoring of ACB, ERC, and RFV artifacts, we identified several areas to target for improvement:

- Clarity of messaging around the responsibilities of faculty asked to participate in OLE Core assessment, particularly new faculty.
- Reaffirmation of the importance of assignment prompt alignment with the ILO being assessed and continued issues in this area for several prompts.
- Encouraging faculty teaching within the OLE Core to consider the ILOs associated with their course and develop assignments appropriate for assessing those ILOs to understand how student learning is aligning with our educational goals for the OLE Core.

Given these focus areas, the Summer 2023 Assessment Workshop Team developed the following recommendations and next steps:

1. **Collaborating with CILA** to introduce new faculty to the OLE Core and academic assessment at St. Olaf during New Faculty Orientation. This began with the new cohort of faculty entering in Fall 2023.

2. **An assignment prompt workshop** to provide faculty teaching in the OLE Core with advice on structuring effective assignment prompts to assess OLE Core ILOs and an opportunity to receive feedback from colleagues to improve their assignment prompts (details in Appendix E). The first set of workshops took place during Week Zero this year.

3. **Recommendations for implementing a review process** for OLE Core courses approved in "Bucket 1" (existing courses that were deemed to be "near" to a new OLE Core attribute and were moved over into the OLE Core without a formal submission). See Appendix F for more about this proposed process.

4. **Suggested changes to the CourseLeaf submission form** for new course proposals (also in Appendix F) to emphasize the OLE Core ILOs more clearly on the syllabus and include sample assignment prompts for each ILO in the submission. This will allow the assessment process to run more efficiently in the future and avoid retro-fitting assignments to the ILOs.

5. **Suggested changes to the ACB, ERC, and RFV Intended Learning Outcomes** and/or assessment rubrics (Appendix G). During the 2021-22 academic year, faculty voted on and approved a process for modifying OLE Core ILOs. The Assessment Committee will collaborate with the Curriculum Committee to implement that process for the ILO

changes suggested by the Summer 2023 Assessment Workshop Team, as well as last year's suggested changes to the Social Sciences ILOs.

6. **Targeted messaging for faculty:**
   a. Report on the results of the 2023 OLE Core assessment to faculty who submitted artifacts for ACB, ERC, and RFV, including advice from the Summer 2023 Assessment Workshop Team on designing effective prompts for these attributes and offers to provide feedback on their submitted assignment prompts.

   b. Provide recommendations for chairs and directors (perhaps at an Academic Leadership meeting) to review the OLE Core offerings in their departments and programs more broadly, including a template for conducting such an audit.

   c. Share assessment findings with all faculty along with an emphasis on the importance of specific, clear assignment prompts.

2022-23 Decennial Assessment Cycle

Departments and programs have launched their new Decennial Assessment Cycles and the Assessment Committee is now tracking progress on department/program Decennial Assessment Plans. Because this new assessment cycle is tied to the department/program external review cycle, only a subset of departments and programs will report on their assessment activities in a given year, as determined within their Decennial Plans. Assessment reports are due at the same time as department and program annual reports. We are also still receiving initial Decennial Plans from departments that were given a deferral due to external reviews that occurred within the last two years.

New Decennial Assessment Plans

We received new Decennial Assessment Plans from Management Studies and Family Studies. The Assessment Committee will review these plans and offer feedback to the program directors. We also expected new Decennial Plans from six additional departments and programs that were on the program review schedule for last year. After following up with the relevant Associate Deans, we learned that three of these have shifted or are in the process of shifting their program reviews to this current academic year, and two are still reflecting on and responding to their reviewers' reports. As a result, we will be granting these five an extension on creating new Decennial Plans until they have completed the review process. We are still waiting to hear back on the remaining program.

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Assessment Reports

Several departments and programs submitted assessment reports for 2022-23 as part of their Decennial Plans. Their assessment activities and findings are summarized below. As with the Decennial Plans, we will also be in contact with the Associate Deans for four departments and programs that we'd anticipated submitting reports last year.

Education

The Education Department submits annual reports as part of their external accreditation cycle. They use several categories of assessments to evaluate whether students meet the Standards of Effective practice and the ILOs. These include: (1) key assessments, scored against standardized rubrics, (2) the St. Olaf Candidate Portfolio and presentation, (3) student teaching assessments, and (4) results of the MTLE (licensure) tests.

French

The French program reported on the following assessment activities and responses to findings:
- Assessment of language proficiency (ILO 1), using oral presentations in 300-level courses. They found mixed levels of proficiency and plan to enhance their focus on grammar during the start of the semester as well as hold "bootcamps" for incoming students that focus on expectations and language study skills. The department also plans to apply for funding for graduating majors to complete the Oral Proficiency Interview, a national assessment of language proficiency offered through ACTFL (the American Council on the Teaching of Foreign Languages).
- Assessment of ILO 3: interaction with a community of practice. This qualitative assessment focused on student engagement with French extracurricular events (Maison Francophone, help sessions, French Film Series). Maison Francophone events were generally successful and well-attended, though attendance drops off mid-semester. Help sessions and Supplemental Instruction was not well-attended, and Film Series attendance has remained low since the pandemic onset.
- Review of their Distinction process, as part of their departmental DEI project. This involved shared work with other language departments. French decided to pause their Distinction offering for 2023-24 and instead host a Senior Showcase to encourage community and promote smaller-scale academic achievements.
- Development of a Writing in the Major Plan for French. Courses for Writing in the Major will have shorter, in-class writing assignments in addition to longer essays.

Philosophy

Following a revision of the major, the Philosophy Department assessed their sixth ILO: "Students will demonstrate the ability to engage in critical interpretative reading of philosophical texts." A team of faculty teaching philosophy courses with a history component created a rubric for assessing an assignment in each of their courses. The rubric focused on the following dimensions: proper use of evidence/citations, argumentation, whether students discussed the significance of a text rather than just summarizing it, understanding of a text's context, and explanation of the text's broader relevance/implications for present-day society. They found a range of scores across the four courses examined. The course that scored lowest on the rubric used an assignment that did not address one element of the rubric.

Physics

The Physics Department analyzed 10 years of senior exit interview data to identify common themes. This involved coding student comments into categories and flagging whether they were discussing a strength of the department or something to improve. Areas of strength included student interactions with faculty, access to research, and the sense of belonging created in physics, though some comments suggested ways to further improve in these areas. Several students discussed barriers to success in courses, particularly the programming aspects of the first year of major courses. This information has helped the department develop questions for their self-study around course sequencing for their program review this year.

Social Work

The Social Work program submitted their self-study in lieu of a separate report. Their external review was completed in Fall 2022. They present a detailed assessment plan for social work majors involving their field experience and final paper. The most recent results reported in the self-study show that over 95% of students are achieving proficiency in each of the 9 competency areas. Still, they are considering ways to further improve student competency in the sub-areas that were weakest - ability to select intervention strategies and ability to facilitate endings effectively in the field. The department is discussing ways to increase opportunities for students to practice these skills in their courses.

Statistics and Data Science

The Statistics and Data Science program utilized exam questions from their Intro to Data Science course to assess the program's Intended Learning Outcome related to students' "ability to

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wrangle data through acquisition, transformation, and manipulation." Two program faculty members developed rubrics for assessing student responses, and two additional faculty used the rubrics to score the responses from the exams. Results indicated growth across the semester in students' abilities related to the ILO. The program has used these assessment findings to plan curriculum revisions in preparation for proposing a Statistics and Data Science major.

APPENDIX A: OLE Core Assessment Schedule

Note: Asterisks indicate the year each attribute will be assessed	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
ACB: The Active Body: Moving Toward Health & Wellbeing		*					*		
CRE: Creativity				*			*		
CTD: Christian Theology in Dialogue				*			*		
ERC: Ethical Reasoning in Context		*				*			
FYS: First-year Experience: First-year Seminar			*					*	
GHS: Global Histories and Societies					*				*
NTS: Natural Science				*					*
OEP: Ole Experience in Practice			*			*			
PAR: Power and Race			*			*			
QCR: Quantitative and Computational Reasoning					*			*	
RFV: Religion Faith and Values		*					*		
SCS: Social Sciences	*								*
WAC: Writing Across the Curriculum				*					*
WLC: World Languages and Cultures					*			*	
WRR: First-year Experience: Writing and Rhetoric			*					*	

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APPENDIX B: Rubrics

Active Body ILO #2 Rubric

Active Body ILO #2	Exemplary	Sufficient	Insufficient
Analyze the relationship between movement practices and health and well being. *The course must encourage the development of both short and long term physical and mental health and well being. The course must show that the body is a dynamic and adaptive organism that is interconnected with cognitive and sensory systems and processes.*	Artifact provides evidence that the student can give **specific examples** of the effects of moving on wellness (including possibly sleep, energy, mood, stress, physical health).	Artifact provides evidence that the student can give **generalities** about the effects of moving on wellness (including possibly sleep, energy, mood, stress, physical health), without specific examples.	Artifact provides **no evidence** of addressing the effects of moving on wellness (including possibly sleep, energy, mood, stress, physical health).

Ethical Reasoning in Context (ERC) Rubric

ILO	Sufficient	Insufficient
Evaluate a range of ethical perspectives	Student can name the ethical perspectives they use and can grasp the complexities or interrelationships among the different perspectives.	Student only names the perspective they use but fails to grasp complexity or interrelationships among that perspective and others.
Apply these ethical perspectives to specific questions.	Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example).	Student is unable to apply ethical perspectives/concepts independently (to a new example.).
Identify or critically evaluate their own ethical views	Student states both their ethical views and the origins of the ethical views.	Student states either their ethical views or articulates the origins of the ethical views but not both.

ILO 1. Evaluate a range of ethical perspectives.

An "ethical perspective" is <u>not a moral conclusion </u>about a moral question. Rather, an ethical perspective is a way of defining and organizing a number of different foundational moral concerns. For example, if the perspective is "utilitarianism," an evaluation presupposes at least two kinds of intellectual activities: (a) getting clear on what counts as utility, as well as (b) how to calculate utility

ILO 2. Apply these ethical perspectives to specific questions.

This requires the application of the activities noted above to some specific example. E.g.: How does utility apply to a situation of warfare, or abortion, or truth-telling, or whatever. How would one make calculations about consequences in such situations?

ILO 3. Identify or critically evaluate their own ethical views.

This requires the student to engage (1) and (2), bringing their own foundational moral concepts (and if they have a sense of how they might want to organize them) into the conversation.

Religion, Faith, and Values (RFV) Rubric

ILO	Exemplary	Sufficient	Insufficient
1. **Students will Critically interpret religious life.** *Examples of religious life are defined as texts, symbols, beliefs, experiences, and activities; critical interpretation is defined as utilizing methods appropriate to the course to show how examples illustrate wider beliefs or assumptions about the community.*	*Artifact provides evidence that the student can:* **Describe** how example(s) of religious life functions within a larger community and/or reveals a community's core beliefs or values. **Analyze** the relationship between examples and community's core beliefs in significant depth and detail. Examples may include: demonstrating in detail how a community views the world, describing the analytical methodology being applied, or accounting for the student's own perspective as an observer.	*Artifact provides evidence that the student can:* **Describe** how example(s) of religious life functions within the larger community and/or reveals the community's core beliefs or values.	*Artifact reveals that the student:* **Does not successfully describe** how example(s) of religious life functions within a community or reveals a community's core beliefs. Examples may include describing a religious practice but not drawing sufficient broad conclusions about its function or illustration of beliefs or values.
2. **Identify how religious life shapes the world and human understanding.** *Examples of what is meant by the world and human understanding include institutions and practices such as laws, economies, family systems, literature and art, and developments in science and technology.*	*Artifact provides evidence that the student can:* **Demonstrate a complex understanding** of a causal relationship between religious life and broader aspects of human existence Examples of complex understanding may include describing relationship in significant detail or depth, identifying greater implications of relationship, or drawing surprising or interesting conclusions about relationship.	*Artifact provides evidence that the student can:* **Demonstrate understanding** of causal relationship between religious life (beliefs, practices, texts) and broader aspects of human existence (e.g. laws, economies, family systems, literature, art, developments in science and technology).	*Artifact reveals that the student:* **Does not demonstrate sufficient understanding** of a causal relationship between religious life and broader aspects of human life. Examples may include identifying only one aspect of an implied causal relationship or asserting a relationship without sufficiently describing it.
3. **Identify how the world shapes religious life.** *Examples of what is meant by the world in this context are non-religious factors that shape religious life, including social, cultural, historical or other influences.*	*Artifact provides evidence that the student can:* **Demonstrate complex understanding** of a causal relationship by which non-religious factors (social, cultural, historical, etc.) exert influence on religious beliefs, practices, or communities. Examples of complexity may include describing a relationship in significant detail or depth, identifying multiple factors in a relationship, identifying greater implications of a relationship, or drawing surprising or interesting conclusions.	*Artifact provides evidence that the student can:* **Demonstrate understanding** of a causal relationship by which non-religious factors (social, cultural, historical, etc.) exert influence on religious beliefs, practices, or communities.	*Artifact reveals that the student:* **Does not demonstrate sufficient understanding** of a causal relationship between non-religious factors and religious life. Examples may include identifying only one aspect of an implied causal relationship or asserting a relationship without sufficiently describing it.

APPENDIX C: Artifact Submission Rates and Counts

OLE Core Attribute	Intended Learning Outcome	Faculty Submitting Artifacts	Departments/Programs Represented	Total Artifacts Submitted	Artifacts Sampled for Scoring
Active Body	**#2: Analyze the relationship between movement practices and health and well being.**	18 out of 25[5] (72%)	Biology Dance Kinesiology Theater	317	48
Ethical Reasoning in Context	**#1: Evaluate a range of ethical perspectives**	8 out of 8[6] (100%)	Enduring Questions History Nordic Studies PACON Philosophy Sociology/Anthropology Theater	115	42
	#2: Apply these ethical perspectives to specific questions.	9 out of 9 (100%)	Asian Studies Economics Education English Nordic Studies Philosophy Political Science Russian	146	36
	#3: Identify or critically evaluate their [the student's] own ethical views	5 out of 7 (71%)	Computer Science English Philosophy	101	40
Religion, Faith, and Values	**#1: Critically interpret religious life.**	7 out of 8[7] (88%)	Classics (Greek) Norwegian Religion	167	38
	#2: Identify how religious life shapes the world and human understanding.	8 out of 8 (100%)	Art/Art History Asian Studies Enduring Questions	150	40

[5] Several faculty spontaneously submitted extra artifacts in the Fall, so even though we did not receive artifacts from all faculty in the Spring, this still reflects a high level of overall participation and submissions.

[6] Two faculty taught different sections of the same course but submitted student work responding to the same assignment prompt, so this was treated as a single course for sampling/scoring purposes.

[7] One of the seven faculty members submitted late in the Spring semester and their artifacts were not able to be prepared in time for scoring in the summer workshop

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			Nordic Studies Religion		
	#3: Identify how the world shapes religious life.	8 out of 8 (100%)	Enduring Questions English Philosophy Religion	172	40
TOTAL	**–**	**63 out of 73 (86%)**	**21**	**1,168**	**284**

APPENDIX D: Detailed Artifact Score Summary

OLE Core Attribute	Intended Learning Outcome	Assignment Prompt Alignment	Overall Scores (All Prompts)		Adjusted Scores (Well-Aligned Prompts)	
			% (#) Exemplary/ Sufficient	% (#) Insufficient	% (#) Exemplary/ Sufficient	% (#) Insufficient
Active Body	#2: Analyze the relationship between movement practices and health and well being.	11 total prompts[8] 8 Well-aligned 3 Poorly-aligned	77% (37)	23% (11)	92% (36)	8% (3)
Ethical Reasoning in Context	#1: Evaluate a range of ethical perspectives	7 total prompts 5 Well-aligned 2 Poorly-aligned	81% (34)	19% (8)	90% (27)	10% (3)
	#2: Apply these ethical perspectives to specific questions.	9 total prompts 7 Well-aligned 2 Poorly-aligned	83% (30)	17% (6)	86% (24)	14% (4)
	#3: Identify or critically evaluate their [the student's] own ethical views	5 total prompts 3 Well-aligned 2 Poorly-aligned	50% (20)	50% (20)	67% (16)	33% (8)
Religion, Faith, and Values	#1: Critically interpret religious life.	6 total prompts 4 Well-aligned 2 Poorly-aligned	74% (28)	26% (10)	89% (25)	11% (3)
	#2: Identify how religious life shapes the world and human understanding.	8 total prompts 6 Well-aligned 2 Poorly-aligned	85% (34)	15% (6)	97% (29)	3% (1)
	#3: Identify how the world shapes religious life.	8 total prompts 5 Well-aligned 3 Poorly-aligned	75% (30)	25% (10)	84% (21)	16% (4)
TOTAL	–	54 total prompts 38 Well-aligned 16 Poorly-aligned	75% (213)	25% (71)	87% (178)	13% (26)

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[8] Kinesiology faculty developed a shared assignment prompt used across several courses.

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APPENDIX E: Assignment Prompt Workshop Proposal

(Prepared by the Summer 2023 Assessment Workshop Team in June 2023)

A subgroup of the Summer 2023 Assessment Workshop Team developed a proposal for faculty professional development opportunities focused on assignment design and alignment with OLE Core Intended Learning Outcomes.

Introduction:

The Summer 2023 OLE Core Assessment Workshop again revealed the key role assignment prompts play in providing evidence of student learning within the OLE Core. We found that 30% of the assignment prompts (16 out of 54) submitted as part of the assessment process were not well-aligned with the intended ILO (or had inconsistent alignment if students were given a choice of prompt). These poorly-aligned assignments did not cluster within a specific attribute or ILO. Additionally, we expect to find that student artifacts associated with the poorly-aligned assignments scored lower on the ILO rubrics as a result, based on a similar analysis done for the 2022 OLE Core assessment. Therefore, this document provides our recommendations for a faculty development workshop focused on assignment prompts.

Purpose:

The Summer 2023 Assessment Workshop Team offers the following recommendations for a workshop structure to develop assignment prompts that can be used for assessing the OLE Core. Workshops might be offered at different times throughout the year and might focus on different areas of emphasis, depending on audiences (faculty proposing new courses, faculty adding OLE Core attributes to existing courses, new faculty taking over existing courses); alternatively, a single workshop might allow for these audiences to have a common overview and separate smaller working groups.

Workshop Structure:

Introduction:
- Overall ILO structure at the College (OLE Core, Decennial Cycle, course-level ILOs), especially for any new faculty in the audience
- Embedding the OLE Core ILOs throughout the course:
    - In the syllabus
    - In the assignment prompt itself
    - In discussions with students throughout the course, connecting back to or referencing the OLE Core ILOs when introducing assignments

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- Assignment prompt advice:
    - Direct prompts are ideal, but complex prompts may be necessary to balance separate course ILOs with OLE Core ILOs
    - If complex, make sure there is an equal emphasis on all parts
    - Think about adding a shorter, direct assignment if faculty don't want to "disturb" their existing assignments
    - OLE Core assignments don't need to be high stakes/large percentage of the grade
    - Examples of prompts that can accomplish the ILO assessment (embedded v. stand-alone)

Activities:
- Large group reviews example prompts pulled or modified from past assessment workshops (or from the NILOA [Assignment Library](#))
    - It might be helpful to show several assignment examples (good, mixed, poor) for a single ILO
    - Another set of examples might be two complex prompts, not necessarily from the same ILO - one that is well-aligned and one that is more poorly-aligned
- Small groups (organized based on OLE Core ILO assignments or other logical groupings) provide feedback to each other on their assignment prompts using a modified [NILOA assignment charrette process](#) and/or the [TILT framework](#)
- Faculty modify their assignment prompt based on feedback
- If additional time: brainstorming ideas for OLE Core rubric performance criteria

Possible Workshop Timing:

We can imagine several times throughout the year when this workshop, or a modified version, may be offered.
- Week 0: New Faculty Orientation (more detailed suggestions for this group are listed below). This would be a deeper introduction to OLE Core assessment at St. Olaf, and not necessarily an assignment prompt design workshop per se.
- Week 1: Faculty preparing January Term and Spring OLE Core courses (new or existing)
- Jan/Feb: Faculty preparing OLE Core courses (new or existing) for Summer or the following Fall
- September/February: Departments/programs planning Decennial Cycle assessments for the current or upcoming academic year

For New Faculty Orientation, we do not imagine any stipends offered for the additional session proposed below. This may need to be considered for the other offerings of the workshop, however. We've left the length of the workshop somewhat open-ended, but the NILOA framework suggests approximately 30 minutes per assignment for the small group feedback. This could fit into a 2-hour workshop with 15 minutes of introduction, 90 minutes of assignment

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feedback in groups of 3, and 15 minutes of debriefing/wrap-up. However, a half-day workshop would probably be more ideal.

<u>Proposed OLE Core Intro Session for New Faculty</u>

In addition to the proposal above, we recommend a session for new faculty (as part of the New Faculty Orientation sessions run by CILA), that introduces them to the OLE Core and the ILOs related to courses they may be teaching; offers guidance on how to create assignments that address OLE Core attributes and ILOs; and educates new faculty on the inevitability that the ILOs to which their courses pertain will be assessed within a few years.

This session is meant to be introductory – to plant the seed among new faculty that teaching OLE Core ILOs, and assessing them periodically, is an essential part of teaching at St. Olaf.

- This session should include an overview of the OLE Core curriculum, attributes and ILOs; it should also include an overview of the process of proposing a new course and the requirements for how courses are approved to carry OLE Core attributes.
- It could also include many of the elements from the prompt-writing workshop, such as embedding ILOs throughout a course and assignment prompt advice.
- For new faculty teaching OLE Core attributes that are not being assessed that year, the session would introduce the idea of including ILOs in syllabi, referencing them over the course of the semester, and developing assignments through which students demonstrate their learning.
- This session may or may not include the activities related to assignment prompt feedback listed above in the workshop structure outline, and might reference the prompt-writing workshop, particularly for those teaching OLE Core attributes that will be assessed during the academic year.

Not all new faculty can attend the orientation. For those who do not, the Director of Assessment should flag those faculty early in the year and reach out to the chair of that person's department. Ideally, the chair (in consultation with the Director of Assessment) should give the new faculty member an overview of the OLE Core attribute being assessed, the procedures for assessment, the need for the syllabus to address the ILOs, and the need for assignments to be aligned with the ILOs.

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APPENDIX F: Recommendations for OLE Core Courses

(Prepared by the Summer 2023 Assessment Workshop Team in June 2023)

A subgroup of the Summer 2023 Assessment Workshop Team developed recommendations for departments and programs to review their OLE Core courses, revisions to the CourseLeaf form for new course proposals/modifications, and a process for renewing OLE Core designations for existing ("Bucket 1") OLE Core courses.

Recommendations for Chairs and Directors

We encourage chairs and directors to consider each course in the program/department with an existing OLE Core attribute attached. Specifically, an examination of OLE Core Intended Learning Outcomes for each course relative to course level (100, 200, 300), prerequisite structure, and audience. For example, 200-level courses carrying OLE Core attributes that have 100-level courses as prerequisites which also carry the same OLE Core attribute might be redundant. Connecting ILOs with appropriate prompts for direct assessment is a useful exercise to connect courses to the relevant audience. Finally, do all the courses that currently have an OLE Core attribute need to continue to offer it - how does it affect enrollment/engagement with students? Should your dept/program be more intentional in your offerings of Core attributes?

In short, it is recommended that each department or program engage in the following:
- Consider the [OLE Core Requirements: Descriptions and Intended Learning Outcomes](#)

- An [audit of program/department offerings in the OLE Core](#)
    - Level of the course
    - Prerequisite structure of the course
    - Audience for the course
    - Should this course continue with OLE Core Attribute(s) attached?

- A discussion of any new OLE Core Courses and how they will fulfill the ILOs

- A look at any course modifications for "Bucket 1" courses (3-year timeline for renewal described below)
    - Do they match the ILOs for the new Core, or do they need to be modified?
    - Modifications can go through the Course Modifications form in CourseLeaf.

- Describe how the Intended Learning Outcomes will be met, with specific references to representative examples of readings, lectures, writing, and speaking assignments and/or

instructional features of the course. Include a possible assignment prompt that addresses each Intended Learning Outcome along with a brief rationale as to how each prompt will facilitate direct assessment of the ILO. (Note: not every assignment needs to speak to an ILO, but each ILO should have at least one assignment. A single assignment may address multiple ILOs.) The content of the syllabus or course outline should be consistent with the claims made in the rationale.

New Course Proposals and Course Modifications – Proposed CourseLeaf Revisions

Include suggested additional parts (in bold and italics below) to extended course description/syllabus .

[From CourseLeaf]
Attach as a **Word document** an extended course description/***syllabus*** that outlines:

1. A list of course topics
2. A preliminary list of readings
3. Anticipated use of class time (e.g., lectures, discussion, performance)
4. Potential assignments
5. Forms of evaluation and grading breakdown.
6. ***For courses with OLE Core Attributes: include Intended learning outcomes on the syllabus***

In planning your course, please note that for a 1.00 credit course a minimum of 3 hours of out-of-class student work is required per hour of in-class time.

For each of the Intended Learning Outcomes in the supplemental part for Courses proposed with an OLE Core attribute we propose:

1. *Adding a link to* [OLE Core Requirements: Descriptions and Intended Learning Outcomes](#) *clearly labeling the Intended Learning Outcomes as such.*
2. *Please consider adding links to approved submissions for each OLE Core attribute as examples and guidance for faculty.*
3. *Revise instructions for submission: Describe how the following ~~objectives~~ **Intended Learning Outcomes** will be met, with specific references to representative examples of readings, lectures, writing, and speaking assignments and/or instructional features of the course. **Include a possible assignment prompt that addresses each Intended Learning Outcome along with a brief rationale as to how each prompt will facilitate direct assessment of the ILO. (Note: not every assignment needs to speak to an ILO, but each ILO should have at least one assignment. A single assignment may address***

multiple ILOs.) *The content of the syllabus or course outline should be consistent with the claims made in the rationale.*

Renewal Process for Existing ("Bucket 1") Courses

During the 2020-21 academic year courses carrying prior general education attributes that were deemed to be "near" to the new OLE Core attribute were moved over into the OLE Core without a formal submission. We propose that the Curriculum Committee oversee a review of these "Bucket 1" courses. Courses moved to the OLE Core through the "Bucket 1" transition will enter into a three-year transition period/renewal process to be approved to continue carrying their respective OLE Core attribute(s). Courses could begin moving through this renewal process in the 2023-24 academic year. This timeline would give faculty time to participate in workshops (such as the assignment prompt workshop proposed in Appendix E) and consider changes to individual courses. This could be done through a Course Modification form in order to update information related to the ILOs and direct assessment.

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APPENDIX G: Proposed Changes to ACB/ERC/RFV ILOs and Rubrics

(Prepared by the Summer 2023 Assessment Workshop Team in June 2023)

A subgroup of the Summer 2023 Assessment Workshop Team reviewed the Intended Learning Outcomes (ILOs) and rubrics used to score Active Body, Ethical Reasoning in Context, and Religion, Faith, and Values artifacts and offered suggestions for improving each, as well as recommendations to faculty for designing effective prompts within these attributes.

General Prompt Recommendations:

An overarching suggestion that came out of our experience is that the quality of a prompt impacts the artifacts that students submit and that prompts closely aligned with the ILO resulted in students providing better artifacts. Some recommendations that would help increase the quality of prompts are described below.

Our first recommendation is that the prompt should preferably ask the student to only address the ILO at hand. When the prompt asks the students to address other aspects of the class and only includes the ILO as an afterthought, it is really hard to find the part of their response that is related to the ILO and in lots of cases, students end up not addressing the ILO being evaluated.

Our second recommendation is that the prompt should be explicit about the fact that the assignment given will be used to evaluate whether the student is meeting the ILO. We found that giving the students the context for why the professor is asking for a particular assignment results in higher-quality work.

Our final recommendation is that prompts should ask students to provide specific examples that show how they are meeting the ILO. In some instances, students would just restate the ILO, without providing specific information on how they were able to meet the requirements for the ILO.

Active Body (ACB)

Suggested modifications to ACB ILO #2:

After the summer 2023 assessment of the Active Body ILO #2 ("Analyze the relationship between movement practices and health and well being"), the summer ILO assessment team suggests changing the verb "Analyze" to "Apply." "Apply" (using information in new situations)

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aligns better with the range of course levels and experiences receiving the Active Body attribute.

Another suggestion is to add a brief definition of what is meant by a "movement practice" under the course guidelines #1 for the Active Body requirement. The most important piece that distinguishes a movement practice from just moving is the consistency of the activity.

An additional suggestion is to remove "or activity" from the description of the Active Body requirement since the term "movement practice(s)" is used in the ILOs for the Active Body requirement.

Suggested modifications to the ACB assessment rubric:

The summer ILO assessment team suggests moving to only two rubric categories for assessing Active Body ILOs – "sufficient" and "insufficient" – and replacing "moving" with "a movement practice." The distinction between sufficient and exemplary is not of great importance when assessing ACB ILO #2.

The sufficient category would read:
> Artifact provides evidence that the student can give **generalities or specific examples** of the effects of **a movement practice** on wellness (including possibly sleep, energy, mood, stress, physical health).

The insufficient category would read:
> Artifact provides no evidence about the effects of **a movement practice** on wellness (including possibly sleep, energy, mood, stress, physical health).

*A further thought to consider for the next time Active Body ILO #2 is assessed is whether the "Artifact provides evidence that the students can give generalities about the effects of a movement practice on wellness" is sufficient enough or is this just simply restating the language of Active Body ILO #2.

Ethical Reasoning in Context (ERC)

Suggested modifications to ERC ILOs:

We thought all three ILOs were achievable by students in introductory courses, given a well-aligned prompt. The only change we would recommend is an additional description explaining what an ethical perspective is to someone who is not a specialist. This could be a footnote or a reference in the course guidelines rather than a direct revision to the ILO. We

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imagine this including language similar to the footnote on the rubric, with a little more explanation. For example, the footnote to the rubric said:

> An "ethical perspective" is not a moral conclusion about a moral question. Rather, an ethical perspective is a way of defining and organizing a number of different foundational moral concerns. For example, if the perspective is "utilitarianism," an evaluation presupposes at least two kinds of intellectual activities: (a) getting clear on what counts as utility, as well as (b) how to calculate utility.

We found this extremely helpful. However, we also wanted examples of ethical perspectives that are not named or official. "Utilitarianism" is a named ethical perspective. What would it look like to describe an ethical perspective that is not officially named?

Suggested modifications to the ERC assessment rubric:

It was appropriate to include only two categories: sufficient and insufficient. Because the people scoring with the rubric did not necessarily have enough expertise to discern between sufficient and exemplary, eliminating the exemplary category helped the process, and this may need to be done in similar situations in future scoring workshops.

The scorers found the additional information explaining what an "ethical perspective" is to be very helpful, and would appreciate it if it were expanded. As mentioned above, we wanted examples of what a non-named ethical perspective might look like. It would also be helpful to have examples of what is insufficient to be an ethical perspective. For example, raising ethical questions without providing a framework for answering those questions is not an ethical perspective.

Also, do ethical perspectives require an individual actor making ethical choices? For example, if a student essay critiques the institution of marriage, is that an ethical perspective? We suspect the answer is "no," but this is complicated by the notion that ethical perspectives can be perspectives about actions that leaders would make when choosing how to structure institutions in a society. If a leader were to abolish the institution of marriage that seems like it could be an ethical question. The additional examples would probably need to come from someone with more expertise.

Suggestions for ERC prompts:

For ILO #1, the best prompts required students to compare between different perspectives and asked them to specify the relationship between the different perspectives.

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Good prompts will convey to the student what an ethical perspective is and is not, because students often view moral judgements (this is good/bad) as ethical perspectives, when the rubric specifies that they are not.

Religion, Faith, and Values (RFV)

Suggested modifications to RFV ILOs:

Some members of the team working on Religion, Faith, and Values believed that there might be value in further discussion about combining ILO #2 and ILO #3. Some prompts combined the ILOs by asking students to consider the relationships between the world and religious life. As a result, students occasionally addressed only one ILO in their answers. However, faculty could also address this issue by separating these ILOs more completely in the prompts. Overall, however, students were able to demonstrate sufficient or exemplary engagement with the ILO when the prompts addressed the issues in the ILO directly.

Suggested modifications to the RFV assessment rubric:

We found the rubric for RFV assessment to generally be clear and useful. For ILOs #2 and #3, the use of "causal relationship" was particularly helpful in evaluating artifacts. The examples given on the rubric under the exemplary and insufficient categories helped evaluators reach consensus in cases where the artifact had a borderline expression of the ILO. Examples for the sufficient category would be a useful addition if this rubric is revised.

The team scoring ILO #1 did experience some specific challenges with the rubric. We struggled with artifacts that addressed a fictional work and focused on an individual character. The way the rubric was framed, it wasn't clear 1) if a fictional work could count as an example of "religious life" and 2) if the students' analysis could focus on an individual. The rubric references "communities," but the ILO guidelines do explicitly say that "**Individuals** or specific religious groups may be the subject of this course as ways of introducing particular religious traditions so long as they are taken as part of, dissenting from, or otherwise contributing to a particular religious tradition" (emphasis added). This still does not solve issue #1 (use of a fictional work) for the artifacts we scored – which we decided were all insufficient based on the rubric – but perhaps modifying the rubric to indicate "communities and/or individuals within a community" would be appropriate, as well as adding further guidelines about the types of religious works that students may analyze.

Suggestions for RFV prompts:

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The alignment of the prompt directly impacted student success in demonstrating the ILOs. The best prompts either directly stated the ILO or else used the ILO framework in setting up the question. For example, a question focused on assessing ILO #3 might direct students to consider specific social forces (e.g., feminism, racism, industrialism) or physical factors of a location (e.g., a river that divides a region or the agricultural richness of soil) discussed in the class and how these shaped the development of belief. Or, in cases where specific texts are the focus of the question, an example setting up the relationship framework can point students in the right direction. Prompts that were less direct or that contained many questions for a student to consider sometimes resulted in successful demonstrations of learning connected to the ILO but often did not. One team working on these ILOs felt that prompts should not attempt to address both ILO #2 and #3 simultaneously. When prompts did this, students were more likely to demonstrate learning for one ILO or the other but not both