



2023-2024 OLE Core and Decennial Cycle Assessment October 2024

Executive Summary

OLE Core Assessment

We assessed the following OLE Core attributes in 2023-24: First-Year Seminar (FYS), Writing and Rhetoric (WRR), the OLE Experience in Practice (OEP), and Power and Race (PAR). In total, 106 out of 114 faculty submitted artifacts for their assigned Intended Learning Outcome (ILO), reflecting a 93% participation rate and continued improvement in submission rates from the prior two years. We believe this success can be attributed in part to the more intentional communication with faculty – particularly newer faculty – through venues such as new faculty orientation, as well as to the faculty leadership model for the First-Year Experience OLE Core courses (FYS and WRR). Teams of faculty developed rubrics for each attribute, and ten faculty and staff gathered in early June to score the 375 artifacts randomly sampled from the 1,660 received.

As established during the prior year’s workshop, teams also evaluated whether the associated assignment prompt was well-aligned with its Intended Learning Outcome(s); 72% of prompts submitted were judged as well-aligned to their ILO(s). Similar to past years, we found that well-aligned prompts were more likely to produce student work judged as sufficiently meeting the ILO. While the majority of students (60% or greater) scored at the “sufficient” level or higher on each of the eleven ILOs assessed, 80% or greater demonstrated sufficient learning when considering the well-aligned assignments alone.

We also noticed some interesting nuances for particular ILOs:

- Within OEP artifacts, students performed similarly across all three ILOs, but weaker prompt alignment seemed to have a particular impact on ILOs 1 and 2 (identifying emerging vocational/academic interests and integrating other coursework into the OEP experience) compared to ILO 3 (evaluating skills, roles and contributions to the community).

- Students were generally successful in achieving the PAR learning outcomes, especially on the assignments with well-aligned prompts. This was less the case for ILO 3 (“Analyze race and ethnicity using concepts and tools of inquiry”), but we believe this is due at least somewhat to a mismatch between the ILO and the rubric; the latter centered intersectionality as a key component, while the ILO itself does not.
- Student performance was stronger for WRR ILO 5 than for FYS ILO 4, even though these ILOs asking students to reflect on and articulate how to apply their learning are identical across the two courses. Because the majority of FYS sections are offered in the fall semester and the majority of WRR sections in the spring, this finding may suggest a general improvement in students’ reflection abilities across the year.

The Summer 2024 Assessment Workshop Team developed the following recommendations responding to what they learned during the scoring process:

1. Draft and share rubrics earlier (ideally in September).
2. Continue to host prompt development workshops for faculty.
 - a. Academic Assessment Committee (AAC) members could also offer to visit department meetings to lead a mini prompt-writing workshop or discussion.
3. Ask faculty to send their prompts in advance to the AAC for feedback.
4. Post prompt development guidance (see Appendix F for more details) on the AAC [website](#) and continue to collect [examples of good prompts](#) for each OLE Core attribute.
5. Encourage continued review of OLE Core course offerings within departments/programs.
6. Make changes to the ILOs, guidelines, and rubrics based on the scoring process, and plan to adjust our ILO assignment process for OEP.

Decennial Cycle Assessment

The Academic Assessment Committee is now partnering with the Associate Deans to track progress on department/program Decennial Assessment Plans. Because the Decennial 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. This year, we received a new Decennial Assessment Plan from Mathematics and assessment reports from Economics, English, and Education. Section two of the full report below summarizes the assessment findings and responses from these departments.

Full Report

2023-24 OLE Core Assessment

Following the schedule (Appendix A) for OLE Core assessment established by the Academic Assessment Committee, we assessed the following OLE Core attributes in 2023-24: First-Year Seminar (FYS), Writing and Rhetoric (WRR), the OLE Experience in Practice (OEP), and Power and Race (PAR).

Methods

The Academic Assessment Committee (AAC) recruited six faculty and staff members to serve on rubric development teams for the three OLE Core attributes assessed in 2023-24, with at least one subject-matter expert per rubric team. In addition, one to two members of the AAC led each rubric team; the resulting rubrics can be found in Appendix B. The AAC gave all faculty the opportunity to provide feedback on the rubrics, and pilot tested the rubrics by scoring sample artifacts from fall FYS/WRR/OEP/PAR courses. Given the practice of recruiting from the wider faculty for the summer scoring workshop, most of the teams designed their rubrics with non-expert scorers in mind and focused on two categories of performance: “Insufficient” and “Sufficient;” the OEP rubric team determined that an additional “Exemplary” category was appropriate for these artifacts.

The AAC chair randomly assigned one Intended Learning Outcome (ILO) to all faculty teaching courses carrying FYS, WRR, and/or PAR in 2023-24. Faculty teaching multiple courses with these attributes received only one ILO assignment for one of their courses (multiple sections of the same course were treated as a single course). For OEP, we assigned all three ILOs to each faculty member teaching these courses, given their related nature. We also provided OEP faculty with a [prompt example](#) that they could adapt to their course. This prompt was piloted with CURI and Rockswold Scholar students in summer 2023 and seemed to be an effective way to invite students to reflect on all three of the OEP ILOs. The AAC asked faculty to submit all student work (artifacts) from one assignment, quiz, or exam¹ 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’d been assigned.

¹ We received several different types of artifacts, including short answer or essay questions from quizzes/exams, research papers, annotated bibliographies, reflection letters/essays, creative writing pieces (e.g., short story), student-designed websites, presentations, discussion forum posts, videos and podcasts (which were transcribed to preserve student anonymity), and journal entries.

In total, 106² out of 114 faculty submitted artifacts for their assigned ILO, reflecting a 93% submission rate and continued improvement from the prior two years. We believe this success can be attributed in part to the more intentional communication with faculty – particularly newer faculty – through venues such as new faculty orientation, as well as to the faculty leadership model for the First-Year Experience OLE Core courses (FYS and WRR, which had a combined 100% submission rate).

We randomly selected 375 of the 1,660 artifacts received to score during the summer assessment workshop. This met the aim of having approximately 40 artifacts³ per ILO, based on workload capacity determined from prior workshops, and evenly distributing artifact sampling across the courses submitting for each ILO. The table in Appendix C provides details on submission rates and artifact sampling numbers. 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 course names/numbers.

Ten faculty and staff participated in the three-day summer scoring workshop, representing the Departments of Chemistry, English, German, MSCS, and Political Science, as well as the Libraries and IE&A. Teams of two scored different sets of ILOs: FYS ILO 2 & WRR ILO 2 (both related to research and information literacy), FYS ILO 4 & WRR ILO 5⁴ (reflection ILO shared across these First-Year Experience courses), OEP (all 3 ILOs), PAR ILOs 1 & 2, and PAR ILOs 3 & 4. Prior to scoring, each team participated in a rubric norming exercise using a separate sample of six training artifacts. When scoring artifacts, team members each scored all artifacts separately, coming together at regular intervals to discuss and resolve differences in scores to reach consensus. The results summarized in this report reflect these consensus scores (one per artifact). As established during the prior year's workshop, teams also scored each prompt's alignment with its assigned ILO; 72% of prompts submitted were judged as well-aligned to their ILO(s). On the final day of the workshop, the group divided into two larger teams to draft recommendations for the Academic Assessment Committee based on lessons learned during the scoring process (see the "Summary and Recommendations" section for more details).

² In one case, a faculty member could not submit artifacts for his course's reflection-based ILO given the confidential nature of the course content. The remaining non-submitters did not respond to multiple reminder requests.

³ The sample size was higher for OEP given the larger number of courses and the fact that the three ILOs were scored together for each artifact.

⁴ The remaining FYS and WRR ILOs were either more process-oriented (e.g., "Engage in writing as a systematic, iterative process") or are assessed through different methods (such as the shared "Practice academic and student success skills . . ." ILO that relates to students' participation in SOAR).

Results

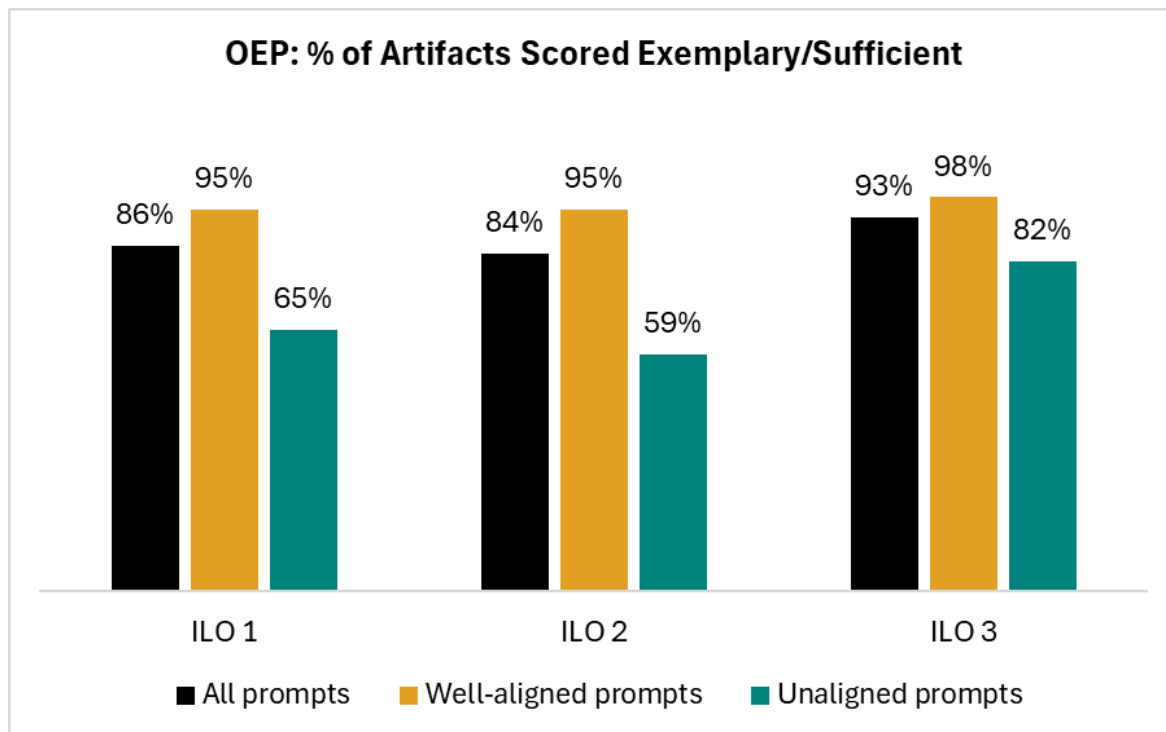
The figures below show the percentage of artifacts scored as sufficiently (and/or “exemplary” in the case of OEP) meeting the corresponding ILO, considering all artifacts/prompts together as well as separating them by prompt alignment categories. See Appendix D for more details on prompt alignment and scoring results.

For all eleven ILOs across the four attributes, the majority of students scored at the “sufficient” level or higher. As in prior years, well-aligned prompts were more likely to produce sufficient (or exemplary) student work. Poorly-aligned prompts make it difficult to know whether an “insufficient” score reflects a lack of learning by the student in relation to the ILO, or simply a lack of opportunity to demonstrate their learning because they were not directly prompted to do so.

OLE Experience in Practice

OEP ILOs:

1. Identify emerging vocational and/or academic interests based on the experience.
2. Integrate prior/concurrent coursework with the experience.
3. Evaluate skills and roles, including those that help them contribute to the community.



Within OEP artifacts, students performed similarly across all three ILOs. Poorer prompt alignment seemed to have a particular impact on ILOs 1 and 2 (identifying emerging interests and integrating other coursework into the OEP experience) compared to ILO 3 (evaluating skills, roles and contributions to the community), which is notable given that assignments were meant to address all three ILOs together. This perhaps suggests that students are more likely to naturally reflect on their contributions (even if unprompted), but may need more direct prompting to identify emerging interests and make connections to what they are learning in other courses. Alternatively, faculty may benefit from more guidance on how to develop prompts that effectively engage students in each of these reflective pieces.

We might also reconsider our break from tradition in assigning all three ILOs to OEP faculty. Though we did pilot a prompt that provided a way to assess the three ILOs together, we found that the non-credit-bearing experiences used in the pilot were not necessarily good matches for the way some faculty designed their credit-bearing OEP courses. While some faculty were able to incorporate the three ILOs into a single assignment or adapt the prompt template we provided, others planned their courses to introduce each of these components separately. This could have contributed to some of the poorly aligned assignments the Assessment Workshop Team observed. The next time we assess OEP, we plan to assign each ILO separately to keep the process consistent across the OLE Core.

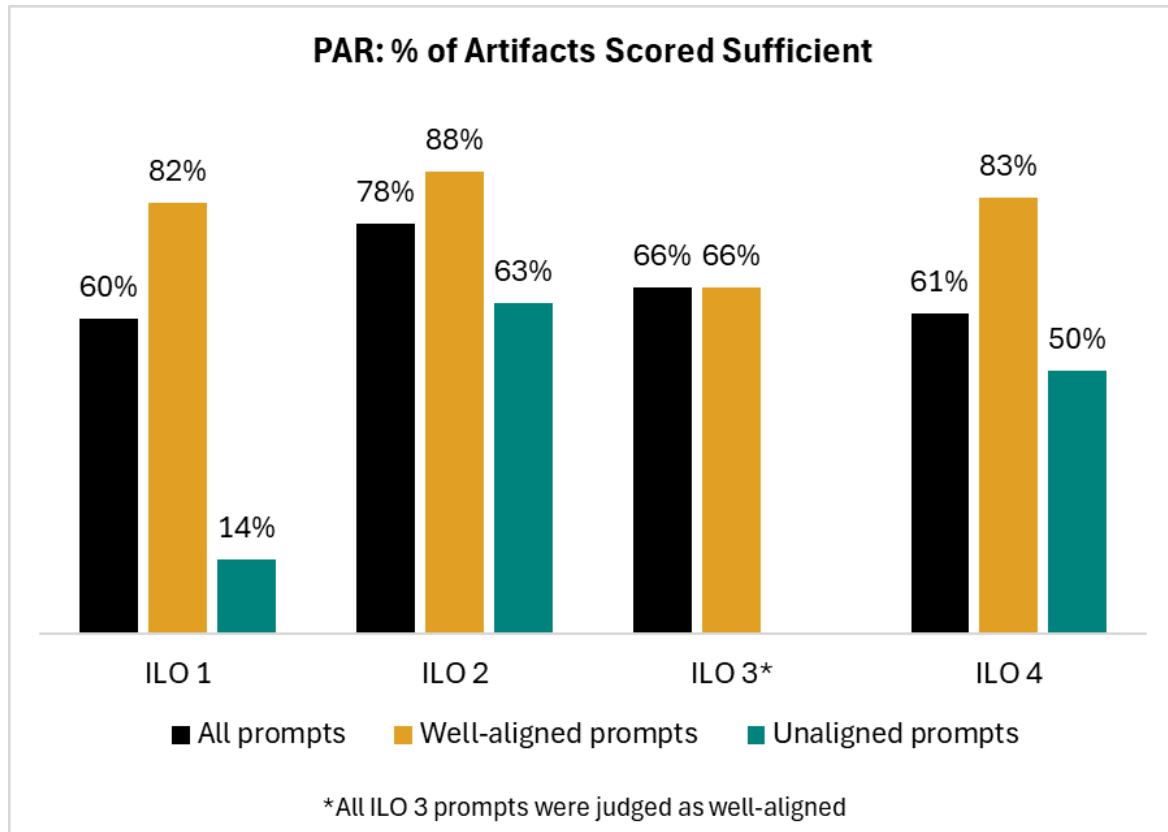
Power and Race

PAR ILOs:

1. Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.
2. Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.
3. Analyze race and ethnicity using concepts and tools of inquiry.
4. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.

Given the smaller number of course sections carrying PAR which then had to be divided across the four ILOs, it's a bit more challenging to draw strong conclusions about student learning within this attribute. Still, students were generally successful in achieving the learning outcomes, especially on the assignments with well-aligned prompts. It's important to note that although ILO 3 ("Analyze race and ethnicity using concepts and tools of inquiry") seems to be the exception, the weaker performance is due at least somewhat to a mismatch between the ILO and the rubric. The rubric criteria centered intersectionality as a key component of ILO 3; however, this concept is not explicitly stated in the ILO language or guidelines. Therefore, while

all prompts were judged as well-aligned to the ILO language and some did incorporate intersectionality, the rubric criteria led to a score of “insufficient” for several artifacts that did not address this concept. Appendix E provides more details on recommendations from the Assessment Workshop Team to address this concern.



First-Year Seminar and Writing and Rhetoric

FYS/WRR ILOs:

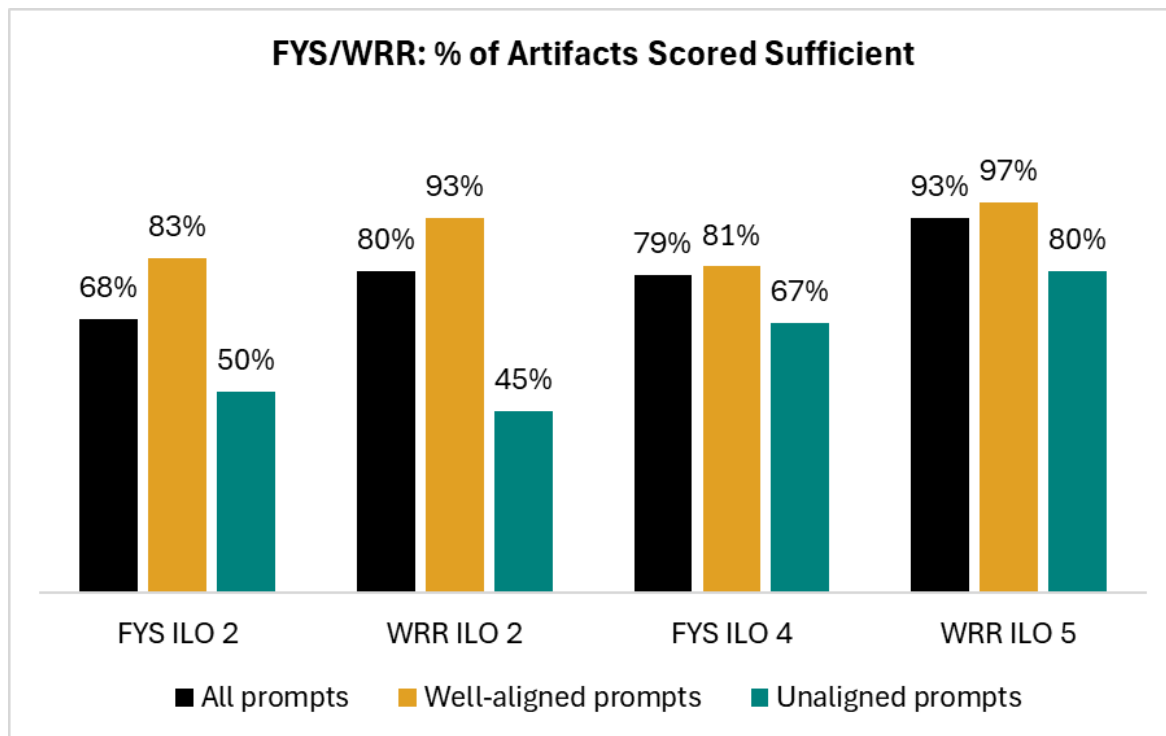
FYS ILO 2: Identify, evaluate, and utilize a variety of academic sources

WRR ILO 2: Develop a research-driven project.

FYS ILO 4/WRR ILO 5: Reflect on their learning during the course and articulate how they will apply it to their college experience.

We assessed similar pairs of ILOs for FYS and WRR (FYS ILO 2 and WRR ILO 2 related to research; FYS ILO 4 and WRR ILO 5 shared reflection ILO). For the research-related ILOs, weaker performance in FYS ILO 2 may in part be due to several artifacts lacking in-text citations and therefore making it difficult to judge how students were actually using the sources they

identified within an assignment. The prompt development guidance in Appendix F addresses this issue.



Interestingly, student performance was stronger for WRR ILO 5 than for FYS ILO 4, even though these reflection ILOs are identical across the two courses. This was true even when comparing student assignments from well-aligned prompts. Because the majority of FYS sections are offered in the fall semester and the majority of WRR sections in the spring (about three-quarters, respectively), this finding may suggest a general improvement in students' reflection abilities as they practice this skill across the First-Year Experience (even though the random artifact sampling process makes it unlikely that the team scored assignments from the same students in FYS and WRR).

Summary and Recommendations

Overall, we were able to determine that the majority of students are achieving the learning outcomes set forth in these OLE Core courses. During post-scoring discussions, the Assessment Workshop Team acknowledged that it can be difficult to capture evidence of ILO achievement when looking at a single assignment out of context from the full course, which may not capture prior learning through other activities (e.g., discussions, non-graded assignments) related to the ILO. Therefore, it's important to remember that our scoring process is likely an underestimation of student learning. Nevertheless, it does offer a chance to observe certain patterns within

student artifacts, gain some interesting insights into student learning, and reflect on what we can do to improve the OLE Core.

With this in mind, the Summer 2024 Assessment Workshop Team offered the following recommendations:

1. **Draft and share rubrics earlier** (ideally in September), both to allow more time for feedback and to provide a resource for OLE Core instructors designing and/or refining their assignment prompts.
2. **Continue to host prompt development workshops** for faculty to get feedback on their prompts. This could be accomplished in CILA workshops throughout the year, perhaps focusing on particular ILOs/OLE Core attributes, prompt development, and utilizing backwards design to scaffold assignments.
 - a. Academic Assessment Committee (AAC) members could also offer to visit department meetings to lead a mini prompt-writing workshop or discussion specific to OLE Core attributes taught in the department.
3. **Ask faculty to send their prompts in advance** to the AAC for feedback. Perhaps department chairs and program directors could collect prompts from their faculty and share them in bulk with the AAC if faculty would like to remain anonymous.
 - a. The AAC chair will email chairs/directors and Associate Deans sharing an overview of what the Assessment Workshop Team observed related to prompt development and asking them to encourage their faculty to attend future prompt-writing workshops and/or collect prompts for review by the AAC.
4. **Post prompt development guidance** (see Appendix F for more details) on the AAC [website](#) and continue to collect [examples of good prompts](#) for each OLE Core attribute.
5. **Encourage continued review of OLE Core course offerings** within departments/programs. In particular, OEP artifact scorers noted some instances where the student responses suggested that the course was not really designed to meet the OEP outcomes.
6. **Make adjustments to the Intended Learning Outcomes, guidelines, and rubrics** based on what the scoring teams observed and learned during the workshop (Appendix E), and plan to adjust our ILO assignment process for OEP.

2023-24 Decennial Cycle Assessment

The Academic Assessment Committee now partners with the Associate Deans to track progress on department/program Decennial Assessment Plans. Because the Decennial 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. New Decennial Plans or assessment reports are due at the same time as department and program annual reports. This year, we received reports from the following departments:

New Decennial Plan: Mathematics

After their recent program review, the Mathematics program submitted a new Decennial Assessment Plan, which includes revising their ILOs and undertaking two assessment activities over the next ten years. They hope to incorporate more direct assessment of student artifacts while continuing to gather indirect evidence of student learning through surveys. In addition to their ILOs, the following questions will guide their assessment activities: How well do we support students from diverse backgrounds? Do prerequisite courses adequately prepare students for later courses? In what ways could we better serve students from other disciplines?

Assessment Report: Economics

The Economics Department assessed all of their ILOs (for both the core major and the Quantitative Economics major) by developing a rubric and scoring a random sample of research papers from Level III courses in the majors. Three faculty members in the department scored 23 student papers, meeting to discuss their scores and come to a consensus for each artifact. The scores illuminated that ILO 1 for both majors (“Students will demonstrate knowledge of economic theories in both microeconomics and macroeconomics”) was an area of concern, with only 45% of artifacts scored as fully demonstrating the learning articulated by the ILO, and 18% not demonstrating such learning at all. Additionally, 23% of papers did not demonstrate “appropriate sophistication in econometric analysis or theoretical modeling” (ILO 4 for Quantitative Economics). The full department discussed the findings and encouraged faculty teaching upper-level courses to more explicitly prompt students to include micro/macroeconomic theories in their papers, some of which may be naturally addressed by recent changes to the curriculum. They also addressed the possibility of changing their assessment approach for this ILO, which may be more appropriately aligned with what they ask students to do on exams rather than in research papers. Finally, they also plan to separately assess ILO 4 for Quantitative Economics in the future (other ILOs are shared across the majors);

not distinguishing the artifacts sampled from these courses versus regular Economics courses likely led to the lower scores in ILO 4.

Assessment Report: English

The English Department opened their report with a review of their broad-range curriculum revisions, including launching a new Creative Writing major, creating/revising the Creative Writing and English ILOs, and introducing an anti-racism course requirement for students in both majors. In 2023-24, the department assessed one ILO in each major (for English, ILO 3: “Students will evaluate how literary and cultural texts reflect power and inequality;” for Creative Writing, ILO 3: “Students will practice literary artistic processes, using flexible strategies for generating drafts, assessing feedback, and revising.”)

For the English major ILO, faculty members of the department’s Curriculum and Long-Range Planning committee collected 32 student artifacts from their core major course (ENGL 185: Literary Studies) and scored them using a common rubric that they created. Nearly all artifacts (97%) met the criteria for “sufficient” performance, which the department credited to the quality of the assignment prompts and the curricular structure of ENGL 185, which introduces students to several theoretical approaches to literary analysis that bring issues of power and inequality to the forefront (e.g., feminist criticism, Marxist criticism, Queer theory).

Since the Creative Writing major ILO selected for assessment points to processes that students will “practice,” rather than artifacts that they will produce, the faculty decided to collect and analyze syllabi and assignments from all sections of ENGL 150: The Craft of Creative Writing (one of the core major courses). They examined these documents to determine whether instructors asked students to engage in iterative writing processes such as creating multiple drafts and incorporating feedback into their revisions. All courses met these requirements, as demonstrated by their syllabi, course outcomes, and assignment descriptions; examples of the latter included final portfolios with self-assessments, peer feedback workshops or discussions of early drafts, and self-reflection essays on students’ own writing processes.

The department concluded from these two assessment activities that there are strong practices in place to ensure students are meeting the two major ILOs examined and creating a good foundation for work that they will encounter in later courses.

Assessment Report: Education

The Education Department submitted an update to their Decennial Plan (they are on a five-year external review schedule, so their plan covers two review cycles), which included some changes to their curriculum and assessments based on updates to state standards and requirements. The department also engages in an annual “data retreat” to review and respond to recent assessment findings. In summer 2024, they reviewed student evaluations of the department, host teacher evaluations of student teachers, and a performance task assessment completed by students (edTPA) to determine how well their Education majors were meeting ILOs 1 and 2 (“Students understand how to employ a culturally responsive-sustaining framework to affirm their students’ cultural identities, cultivate student-centered learning, and teach critical thinking skills” and “Students are reflective practitioners who continually evaluate the effects of choices and actions on others (students, parents, and other professionals in the learning community), adjust their plans, instruction, and assessments accordingly, and actively seek out opportunities for professional growth to continually increase their teaching effectiveness.”)

Generally, student evaluations indicated that their courses and student teaching experiences helped them gain the skills associated with ILO 1, though they were least likely to say that their field experiences specifically helped them gain these skills. This was corroborated by host teacher evaluations, where student teachers scored lowest in “using information about students’ families, cultures, and communities to connect instruction to student experiences.” The department recently revised their curriculum to place more emphasis on culturally-responsive and anti-racist teaching practices, which should further strengthen student and host teacher ratings in this area. They look forward to reviewing future evaluations to determine whether the curricular adjustments have this desired impact.

For ILO 2, host teacher evaluations indicated that flexibility in their teaching process and collaborating with colleagues for feedback were strengths demonstrated by Education majors during their student teaching experiences. Student teachers received lower host teacher ratings on using assessment to identify student strengths/areas of growth and establishing productive relationships with families. The department has added some additional assignments to address these weaker areas. Finally, student teachers received somewhat lower scores on the portion of the edTPA performance assessment related to reflecting on ways to improve their teaching. Because Education faculty spend ample time guiding students in these kinds of reflections, and because other measures have indicated that reflection is a particular strength of the program, they feel that the edTPA assessment may not accurately capture students’ abilities in this area.

APPENDIX A: OLE Core Assessment Schedule

	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			*					*	

APPENDIX B: Rubrics**First-Year Seminar Rubric**

ILO	Sufficient	Insufficient
<p>FYS ILO 2 Identify, evaluate, and utilize a variety of academic sources.</p> <p><i>“A variety of sources” refers to multiple texts that can be in different formats, such as written, digital, or video.</i></p>	<p><i>Artifact provides evidence that the student can:</i></p> <p>Identify at least two distinct sources and represent the content of those sources accurately; <i>Either explicitly evaluate the sources’ value or appropriateness to an assignment or project, or utilize the sources in an assignment in a way that demonstrates their relevance to the purpose of the assignment.</i></p>	<p><i>Artifact reveals that the student:</i></p> <p>Does not identify at least two distinct sources, consistently misrepresents the content of the sources identified, or does not demonstrate the relevance of those sources to the purposes of the assignment.</p>
<p>FYS ILO 4 Reflect on their learning during the course and articulate how they will apply it to their college experience.</p> <p><i>Reflections can be integrated into course assignments and take any number of forms appropriate to course content and aligned with reflection goals.</i></p>	<p><i>Artifact provides evidence that the student can:</i></p> <p>Reflect on one or more of the following areas: academic experience, co-curricular involvement, and living in community. In that reflection, describe learning that occurred while taking the First-Year Seminar course, analyze that learning to articulate the understanding they gained from it, and describe how they would apply that understanding to future learning in or beyond their college experience.</p>	<p><i>Artifact reveals that the student:</i></p> <p>Does not successfully describe or analyze or apply the understanding from a learning experience in the First-Year Experience.</p>

Writing and Rhetoric Rubric

ILO	Sufficient	Insufficient
<p>WRR ILO 2 Develop a research-driven project.</p>	<p><i>Artifact provides evidence that the student can:</i></p> <p>Utilize sources, as required by the assignment, to meet the goals of a research-driven assignment.</p> <p>Produce an artifact (e.g., essay, presentation, game) that integrates and demonstrates the relevance of the source materials.</p>	<p><i>Artifact reveals that the student:</i></p> <p>Does not utilize sources, as required by the assignment, to meet the goals of the research-driven assignment, or does not produce an artifact that integrates and demonstrates the relevance of the source materials.</p>
<p>WRR ILO 5 Reflect on their learning during the course and articulate how they will apply it to their college experience.</p> <p><i>Reflections can be integrated into course assignments and take any number of forms appropriate to course content and aligned with reflection goals.</i></p>	<p><i>Artifact provides evidence that the student can:</i></p> <p>Reflect on one or more of the following areas: academic experience, co-curricular involvement, and living in community. In that reflection, describe learning that occurred while taking the Writing and Rhetoric course, analyze that learning to articulate the understanding they gained from it, and describe how they would apply that understanding to future learning in or beyond their college experience.</p>	<p><i>Artifact reveals that the student:</i></p> <p>Does not successfully describe or analyze or apply the understanding from a learning experience in the First-Year Experience.</p>

OLE Experience in Practice Rubric

ILO	Exemplary	Sufficient	Insufficient
<p>#1) Identify emerging vocational and/or academic interests based on the experience.</p> <p><i><u>vocation</u>: It's living your life on purpose, directed toward both your personal flourishing and the common good.</i></p>	Identifies/names at least one vocational or academic interest based on the experience AND provides a specific example of a future action that they will take as a result.	Identifies/names at least one vocational or academic interest based on the experience but does not describe any future actions they will take as a result.	Provides no examples of a vocational or academic interest based on the experience.
<p>#2) Integrate prior/concurrent coursework with the experience.</p>	Connects St. Olaf coursework with OEP experience with a specific example.	Names general skill or knowledge base, likely acquired through coursework, but does not give a specific example.	Provides no connection between St. Olaf coursework and OEP experience.
<p>#3) Evaluate skills and roles, including those that help them contribute to the community.</p>	Evaluates/integrates roles/skills and contributions in a named community/current experience.	Identifies roles and skills AND a named community. This may include a rearticulation of the named community from the prompt.	Provides no evidence or is not able to articulate any roles OR skills that contributed to a named community.

Power and Race Rubric

ILO	Sufficient	Insufficient
1. Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.	The student can describe how concepts of race and ethnicity are socially constructed and deployed to maintain social inequalities.	The student discusses race/ethnicity without reference to its social construction and power dynamics.
2. Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.	<p>The student assesses definitions of culture and the distinctive practices and narratives that define the culture(s) examined in the assignment.</p> <p>The student examines how inequality contributes to cultural differences that are deemed “normative” or “deviant”, and considers the role of privilege in shaping cultural differences.</p>	<p>The student simply defines culture and factors that constitute cultural differences.</p> <p>The student fails to consider the role of privilege in shaping cultural norms and deviance.</p>
3. Analyze race and ethnicity using concepts and tools of inquiry.	The student applies disciplinary- and context-specific methods and terminology to race and ethnicity, with particular attention to intersectionality (e.g., race, class, color, gender, sexuality, etc.).	The student can define and use basic methods and terms but does not integrate them intersectionally.
4. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.	The student reflects on their own position relative to power and privilege, and how this shapes their perspective and relations to others.	The student can identify that racism and power exist but cannot make a connection with their own experience.

APPENDIX C: Artifact Submission Rates and Counts

OLE Core Attribute	Intended Learning Outcome	Faculty Submitting Artifacts⁵	Departments/Programs Represented	Total Artifacts Submitted	Artifacts Sampled for Scoring
First-Year Experience: First-Year Seminar	2: Identify, evaluate, and utilize a variety of academic sources.	13 out of 13 (100%)	Asian Conversations, Enduring Questions, First-Year Experience, Public Affairs Conversation	171	41
	4: Reflect on their learning during the course and articulate how they will apply it to their college experience.	14 out of 14 (100%)	Environmental Conversations, First-Year Experience	217	40
First-Year Experience: Writing and Rhetoric	2: Develop a research-driven project.	12 out of 12 (100%)	Enduring Questions, First-Year Experience	177	40
	5: Reflect on their learning during the course and articulate how they will apply it to their college experience.	13 out of 13 (100%)	Enduring Questions, Environmental Conversations, First-Year Experience, Public Affairs Conversation	193	40
OLE Experience in Practice	1: Identify emerging vocational and/or academic interests based on the experience. 2: Integrate prior/concurrent coursework with the experience. 3: Evaluate skills and roles, including those that help them contribute to the community.	33 out of 39 ⁶ (85%)	Art/Art History, Asian Conversations, Biology, Business and Management Studies, Chemistry, Education, Environmental Studies, Family Studies, French, Kinesiology, MSCS, Music, Nursing, Philosophy, Political Science, Psychology, Race/Ethnic/Gender/Sexuality Studies, Spanish, Theater	429	58

⁵ Some 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. Additionally, some faculty team-taught different sections of the same course and used the same assignment prompt; these artifacts were treated as coming from one course. Therefore, faculty counts may not match the number of prompts referenced in Appendix D.

⁶ One faculty member could not submit artifacts due to the confidential nature of their course materials.

Power and Race	1: Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.	6 out of 6 (100%)	Dance, Norwegian, Religion, Sociology/Anthropology, Spanish	141	42
	2: Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.	6 out of 6 (100%)	Art/Art History, History, Philosophy, Political Science, Sociology/Anthropology, Spanish	135	40
	3: Analyze race and ethnicity using concepts and tools of inquiry.	5 out of 6 (83%)	Race/Ethnic/Gender/Sexuality Studies, Social Work, Sociology/Anthropology, Theater	109	38
	4: Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.	4 out of 5 (80%)	Asian Studies, Education, History, Political Science	88	36
TOTAL	–	106 out of 114 (93%)	30	1,660	375

APPENDIX D: Detailed Artifact Score Summary

OLE Core Attribute	Intended Learning Outcome	Assignment Prompt Alignment	Artifacts: % Sufficient, ⁷ All Prompts	Artifacts: % Sufficient, Well-Aligned Prompts	Artifacts: % Sufficient, Unaligned Prompts
First-Year Experience: First-Year Seminar	2: Identify, evaluate, and utilize a variety of academic sources.	<u>12 total prompts</u> 7 Well-aligned 5 Unaligned	68% (28 out of 41)	83% (19 out of 23)	50% (9 out of 18)
	4: Reflect on their learning during the course and articulate how they will apply it to their college experience.	<u>13 total prompts</u> 12 Well-aligned 1 Unaligned	79% (31 out of 39)	81% (29 out of 36)	67% (2 out of 3)
First-Year Experience: Writing and Rhetoric	2: Develop a research-driven project.	<u>11 total prompts</u> 8 Well-aligned 3 Unaligned	80% (32 out of 40)	93% (27 out of 29)	45% (5 out of 11)
	5: Reflect on their learning during the course and articulate how they will apply it to their college experience.	<u>12 total prompts</u> 9 Well-aligned 3 Unaligned	93% (37 out of 40)	97% (29 out of 30)	80% (8 out of 10)
OLE Experience in Practice	1: Identify emerging vocational and/or academic interests based on the experience.	<u>30 total prompts</u> 21 Well-aligned 9 Unaligned	86% (50 out of 58)	95% (39 out of 41)	65% (11 out of 17)
	2: Integrate prior/concurrent coursework with the experience.		84% (49 out of 58)	95% (39 out of 41)	59% (10 out of 17)
	3: Evaluate skills and roles, including those that help them contribute to the community.		93% (54 out of 58)	98% (40 out of 41)	82% (14 out of 17)

⁷ For OEP, these percentages also included artifacts scored as “Exemplary.”

Power and Race	1: Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.	<u>6 total prompts</u> 4 Well-aligned 2 Unaligned	60% (25 out of 42)	82% (23 out of 28)	14% (2 out of 14)
	2: Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.	<u>5 total prompts</u> 3 Well-aligned 2 Unaligned	78% (31 out of 40)	88% (21 out of 24)	63% (10 out of 16)
	3: Analyze race and ethnicity using concepts and tools of inquiry.	<u>5 total prompts</u> 5 Well-aligned 0 Unaligned	66% (25 out of 38)	66% (25 out of 38)	N/A
	4: Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.	<u>3 total prompts</u> 1 Well-aligned 2 Unaligned	61% (22 out of 36)	83% (10 out of 12)	50% (12 out of 24)
TOTAL		<u>97 total prompts</u> 70 Well-aligned 27 Unaligned	78% (384 out of 490)	88% (301 out of 343)	56% (83 out of 147)

APPENDIX E: Proposed Changes to FYS/WRR/OEP/PAR ILOs and Rubrics

(Prepared by the Summer 2024 Assessment Workshop Team in June 2024)

A subgroup of the Summer 2024 Assessment Workshop Team reviewed the Intended Learning Outcomes (ILOs) and rubrics used to score First-Year Seminar, Writing and Rhetoric, OLE Experience in Practice⁸, and Power and Race artifacts and offered some suggestions for improvements.

First-Year Experience: First-Year Seminar (FYS) and Writing and Rhetoric (WRR)

Suggested modifications to the ILOs:

FYS ILO 2 specifies that students should “identify, evaluate, **and** utilize a variety of academic sources” (emphasis added). However, the rubric as written states that artifacts should show evidence of *either* evaluating *or* utilizing the sources in a way that demonstrates their relevance. Since many assignments related to this ILO produce essays or annotated bibliographies, it seems that the language of the ILO should be revised to, “identify a variety of academic sources and either evaluate or utilize these sources.”

Suggested modifications to the rubrics:

For FYS ILO 2, the Assessment Workshop Team raised the question of whether “identifying” a variety of sources implies that the student finds the sources themselves through research, or if writing about sources provided by the instructor may suffice. The rubric-writing team understood “identify” simply to mean name or describe a source, and that students should be able to satisfy the ILO without finding the sources themselves. This suggests that the rubric should be further clarified to ensure that assessors do not expect artifacts to demonstrate students’ original research.

For WRR ILO 2, the Assessment Workshop Team found the following language from the rubric ambiguous: “artifact provides evidence that the student can utilize sources, as required by the assignment, to meet the goals of a research-driven assignment.” Some artifacts did utilize sources that “met the goals of a research-driven” project but did not necessarily meet the goals of the specific assignment. The rubric language should be revised to remove the need to assess the artifact on how well it meets the specific requirements of the assignment, as this is outside

⁸ The team did not identify any necessary ILO or rubric revisions for OLE Experience in Practice, but did share some prompt-related advice as described in Appendix F.

the purview of the ILO and thus the assessment team. The language might be further simplified to just “utilize sources in a research-driven project” to avoid the challenge of inferring an instructor’s research goals for their particular course.

Power and Race

Suggested modifications to the ILOs/guidelines:

ILO 1: “Explain how inequalities in U.S. power dynamics are produced and sustained by ideas about race and ethnicity.” The Assessment Workshop Team wondered whether students needed to make connections to present (as opposed to historical) U.S. power dynamics and ideas about race, as indicated by the present tense phrasing of the ILO and the reference in the [guidelines](#) to “contemporary U.S. society.” A contemporary focus may be restrictive to some courses/disciplines, so clarification in the guidelines about this question would be helpful.

ILO 2: “Examine cultural differences and evaluate how these cultural differences are shaped by power, privilege, and inequality.” The team also felt that it would be helpful to include additional clarification in the ILO guidelines about “cultural differences” in ILO 2, perhaps with some examples that could illustrate the intent of this ILO since it is the only one that refers to culture rather than race/ethnicity.

ILO 3: “Analyze race and ethnicity using concepts and tools of inquiry.” The rubric criteria centered intersectionality as a key component of ILO 3; however, this concept is not explicitly stated in the ILO language or guidelines. If, in fact, understanding and applying an intersectional approach is essential for students to successfully “analyze race and ethnicity,” then the ILO and/or guidelines should incorporate this language. If not, it should be removed from the rubric criteria, as not all assignments required students to apply an intersectional lens to their work. The Assessment Workshop Team wondered whether intersectionality might instead operate as one of the “concepts and tools of inquiry” referenced in ILO 3 (it would be helpful to have some examples of these regardless).

Suggested modifications to the rubric:

For ILO 2, removing “definitions of culture” from the criteria would provide greater clarity for scorers, as the ILO does not reference or require students to do this. Most assignments focused on cultural differences without explicitly asking students to define the culture(s) under study, as these were often implied by the course/unit topic or disciplinary focus.

APPENDIX F: Prompt Development Guidance

(Prepared by the Summer 2024 Assessment Workshop Team in June 2024)

A subgroup of the Summer 2024 Assessment Workshop Team compiled prompt development guidance based on their experiences scoring OLE Core artifacts and patterns observed across the years. This information is also posted on the Academic Assessment Committee [website](#).

- Become intimately familiar with the structure and components of the Intended Learning Outcome (ILO) itself. How do you (and the college) understand the operative terms of the ILO, and how do those definitions relate to your course or assignment? For example, what does it mean to “examine,” “reflect on,” or “critically interpret” something in your discipline?
- Students tend to produce better results when given explicit instructions about what is expected. Prompts that ask students to synthesize or reflect on a whole semester of material, for instance, are less likely to generate student work that clearly demonstrates the knowledge or skills described by the ILO.
 - Direct assessments of student work provide evidence of students’ ability to articulate and show their learning in the class. Through direct assessment, the college is looking for evidence that students demonstrated the intended learning, not that students have been exposed to it or should have learned it over the course of all class materials/assignments.
 - Choosing a component of a larger project that matches the ILO or a smaller, more targeted assignment that directly addresses the ILO can provide a more accurate estimate of students’ learning.
 - This does not preclude the importance of other course goals, but rather emphasizes a more intentional mapping between ILOs (OLE Core-related or otherwise) and what you are asking of students, which can help students produce higher-quality work and more readily make the connection between their assignments and what they are learning. Think about embedding the ILO somewhere in the assignment prompt to make this connection more explicit.
- Make use of existing resources, both internal and external:
 - Consult the [rubric](#) that will be used to score your artifacts.
 - Consult with department colleagues, librarians, or others with experience in academic assessment or expertise in the area being assessed to get suggestions/examples of successful prompts and/or feedback on your proposed prompt.

- Consult [Bloom's Taxonomy](#) for guidance on definitions of learning activities for assessment.
- Think about the ways your assignment and the resulting student work can be used more broadly, such as in departmental assessment activities or to inform your own teaching and curriculum adjustments.
- Options for prompt crafting:
 - Start with the ILO language and adjust it to fit your course/assignment, using the same terminology.
 - Start from your assignment prompt and thread the ILO language into the prompt.
 - Illustrate the ways your assignment prompt components map onto the ILO components and adjust if the mapping has gaps or ambiguities.

ILO-Specific Guidance:

The Assessment Workshop Team also shared prompt development guidance more targeted to the particular OLE Core ILOs assessed last June.

First-Year Seminar/Writing and Rhetoric

- FYS ILO 2: When students “utilize” sources in research papers or similar products, asking students to include in-text citations, rather than just a bibliography, prompts them to show how they are using these sources in context and demonstrates a deeper understanding of the material.
- FYS ILO 4/WRR ILO 5: Ensure that you are prompting students to “reflect on their learning” *and* “articulate how they will apply it to their college experience” by asking for examples of how they plan to apply what they learned in the future.

OLE Experience in Practice

- ILO 1: Ensure your prompt addresses and defines important terms such as “vocation” (St. Olaf uses [this definition](#)) so that students can accurately describe their “emerging vocational and/or academic interests.”
- ILO 2: Prompts should direct students to make connections between current/prior coursework and their OEP experience, using specific examples.

Power and Race

- ILO 1: Ensure that the prompt explicitly asks students to consider “ideas about race and ethnicity,” especially if they are primarily addressing concepts that may be more tangentially related to these ideas (e.g., immigration).
- ILO 2: Consider what “culture” and “cultural differences” mean in the context of your course.

- ILO 4: Attend to the ways that your prompt asks students to critically reflect on their own experiences and identity, rather than what they may have learned in the course more generally.