

Assessment Committee Report for March 14, 2024 Faculty Meeting

Submitted by Katie Ziegler-Graham, chair

March 6, 2024

2023-24 OLE Core Assessment

The Assessment Committee has been working in subcommittees to develop draft rubrics for the OLE Core Attributes we are assessing this year – First Year Seminar (FYS), Writing and Rhetoric (WRR), OLE Experience in Practice (OEP) and Power and Race (PAR). Three of these rubrics have been reviewed by the committee and are included in this report. The committee is seeking feedback and input on these rubrics. If you have something you would like to share please do so using this [feedback form](#).

Summer Scoring 2024 Workshop

The 2024 Summer Scoring workshop will be held **June 3-5, 2024** (Monday-Wednesday). We will be scoring artifacts, using the rubrics in development, for Intended Learning Outcomes (ILOs) associated with four OLE Core Attributes above. Space remains for interested participants – please email Katie (kziegler@stolaf.edu) if you are interested.

Proposed Revision to OLE Core Intended Learning Outcomes

The Assessment Committee reviewed proposed revisions to the Natural Science (NTS) ILOs. These revisions were brought to us by the Chairs and Associate Dean of the NSM. The committee supports these proposed revisions and have forwarded them on to the Curriculum Committee.

It wouldn't be an assessment report if you weren't reminded of artifacts! Please visit the [Assessment Committee website](#) for guidelines and links to submission folders. Reading Day is the deadline to submit artifacts for Spring semester! The committee welcomes artifact submissions at any point during the semester. If you have questions or concerns Katie and Kelsey are available to assist!

Decennial Cycle Assessment Update

Katie, Colin, and Kelsey met with Deans Council to discuss shifting the oversight and accountability of the Decennial Cycle Assessment to the Associate Deans. The Assessment Committee will continue to provide feedback on Assessment Plans and Assessment Reports. The committee will also keep tracking what program and department plans and reporting and communicate this to ADs in the Fall and the Spring. This collaboration will provide better oversight and guidance to make sure plans are moving forward. This new structure was generally well-received by the Associate Deans and the committee will work to support the ongoing Decennial Assessment process.

Katie and Colin gave a brief presentation at the February Academic Leadership meeting. The presentation included a helpful handout for chairs and directors with prompts for thinking about student learning in the major/concentration/program. That handout is also included in this report.

Please reach out to me (kziegler@stolaf.edu) or other committee members with any questions, comments or concerns.

Assessment Committee Members:

Katie Ziegler-Graham, Chair

Jaime Davila

Rika Ito

Amanda Randall

Trish Zimmerman

Colin Wells, Director of Assessment/Provost's Representative

Kelsey Thompson, Assistant Director of Assessment, IE&A

Draft Rubric First Year Seminar (FYS) accessible ILOs

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 a learning experience from their First- Year Experience course, analyze that experience 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>

Draft Rubric for Writing and Rhetoric (WRR) accessible ILOs

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>FYS ILO 4/ 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 a learning experience from their First- Year Experience course, analyze that experience 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>

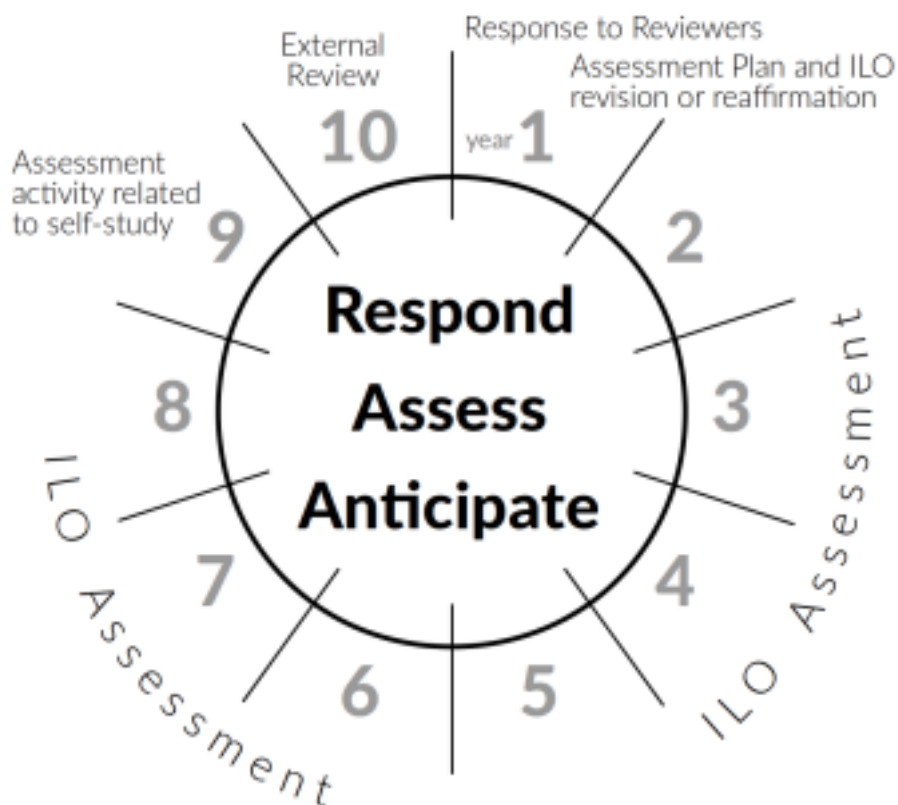
DRAFT Ole Experience in Practice Assessment Rubric

ILO	Exemplary	Sufficient	Insufficient
#1) Identify emerging vocational and/or academic interests based on the experience.	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.
#2) Integrate prior/concurrent coursework with the experience.	Connects St. Olaf courses with OEP experience with a specific example	Names previous course or current learning in OEP experience but does not give a specific example.	Provides no connection between St. Olaf courses and OEP experience.
#3) Evaluate skills and roles, including those that help them contribute to the community.	Evaluate/integrate roles and skills in a named community/current experience.	Identify 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.

Program/Department Decennial Assessment Cycle Worksheet

Academic Leadership

February 2024



Respond (to External Review)

- What were the big questions you were asking as part of your most recent self-study and external Review? Indicate which of these questions connects with student learning.
- List key takeaways or points of feedback that resulted from your most recent external review. Which of these connect with student learning?

- Describe the department/program's broader goals for student learning over the next ten years.
- How will these goals be met through curriculum, pedagogy, hiring decisions, etc.?
- Do your current major/concentration ILOs reflect these broader goals? Do any or all of the ILOs need to be revised?
- Identify which courses cover each ILO throughout the curriculum (curricular map).

Assess (at least three assessment activities)

- How can student learning within your major/program be effectively assessed?
- Within the courses that cover your major/concentration ILOs, are there current assignment prompts that match with each ILO?

- Are there assignments that can assess more than one ILO?
- Are there rubrics associated with these assignments that reflect the ILOs?
- How can faculty in your department/program collaborate to assess student learning?
- What support or resources could the Assessment Committee provide to help your assessment activities?

Anticipate (the next review)

- What specific questions is the department/program asking in anticipation of the self study and upcoming external review?
- Which of these questions are related to student learning?

- What assessment activities has the department/program already done?
- Is there a significant missing piece?
- How could you gather more information with a specific assessment activity?
- How would this final assessment activity create a more comprehensive picture of student learning overall?

A Decennial Assessment Plan should:

- ☐ Incorporate assessment of each of the department/program ILOs.
- ☐ Schedule conversations around potential changes to the set of ILOs, if appropriate.
- ☐ Create specific action plans to address items related to student learning raised during the external review process or in the final years of the previous decennial cycle.
- ☐ Schedule reassessment of student learning in areas where actions have been taken during the current or previous cycle, thus closing the loop on prior assessment work.
- ☐ Identify two years within the decennial cycle in which Assessment Reports will be submitted to the Assessment Committee. Reports will be due at the same time as department/program Annual Reports (first week of July).
- ☐ Submit the assessment portion of your self-study as the third assessment report during the 10-year timeline.