

Assessment Committee Report for April 18, 2024 Faculty Meeting

Submitted by Katie Ziegler-Graham, chair

April 11, 2024

OLE Core Rubrics

The Assessment Committee has continued their work in subcommittees to develop rubrics and work on pilot scoring of a sample of artifacts. As a reminder the OLE Core Attributes we are assessing this year include:

- First Year Seminar (FYS)
- Writing and Rhetoric (WRR)
- OLE Experience in Practice (OEP)
- Power and Race (PAR)

Drafts of the FYS, WRR, and OEP Rubrics were shared as part of the March report. The FYS and WRR rubrics have been updated based on the pilot scoring. You can see all current versions of the rubrics at the end of this report. We continue to seek input on these rubrics via the [feedback form](#).

Artifact Submission

Please visit the [Assessment Committee website](#) for guidelines and links to submission folders.

Reading Day is the deadline to submit artifacts for Spring semester! If the assignment you are using to collect artifacts is due after reading day, we ask that you de-identify your artifacts (remove student names and reference to the course or other identifying information) and submit your artifacts soon after they are collected! If you have questions or concerns Katie and Kelsey are available to assist!

Looking Ahead

Following the [schedule for OLE Core Assessment](#), next year the college-wide assessment of student learning will include:

- Creativity (CRE)
- Christian Theology in Dialogue (CTD)
- Natural Science (NTS)
- Writing Across the Curriculum (WAC)

If you are teaching a course carrying one of these attributes you will be notified by the end of the semester with your course and ILO assignment. The Assessment Committee has used random assignment such that each faculty teaching in one of these 4 attributes will be assigned one ILO for one course (including all sections in a semester).

In the coming weeks the Assessment Committee will be reviewing the Spring Assessment Report for the May Board of Regents meeting. This report will be shared as part of my May meeting report. We will also be planning for the Summer Assessment Scoring workshop. As always, please reach out to me (kziegler@stolaf.edu) or other committee members with any questions, comments or concerns.

Assessment at St Olaf College depends on the active participation of all faculty. Thank you all for your ongoing contributions to the Assessment program!

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 for Power and Race

ILO	Sufficient	Insufficient
1. Explain how inequalities in US power dynamics are produced and sustained by ideas about race and ethnicity.	<p>The student can describe how concepts of race and ethnicity are socially constructed and deployed to maintain social inequalities.</p>	<p>The student discusses race/ethnicity without reference to its social construction and power dynamics.</p>
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.	<p>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.).</p>	<p>The student can define and use basic methods and terms but does not integrate them intersectionally.</p>
4. Reflect critically on how racism, ethnocentrism, power, privilege, and inequality shape their own individual experiences and the experiences of others.	<p>The student reflects on their own position relative to power and privilege, and how this shapes their perspective and relations to others.</p>	<p>The student can identify that racism and power exist but cannot make a connection with their own experience.</p>

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</i> explicitly evaluate the sources’ value or appropriateness to an assignment or project, <i>or</i> utilize the sources in an assignment in a way that demonstrates their relevance to the purpose of the assignment.</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>

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 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>

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.