



Beginning with the End in Mind:
Backward Design
in General Education Assessment

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Anticipating the Challenges of General Education Assessment

“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things, because the innovator has for enemies all those who have done well under the old conditions, and lukewarm defenders in those who may do well under the new.”

~Niccolo Machiavelli

ORAL COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones | | Benchmark 1 |
|----------------------------|--|--|--|---|
| | | 3 | 2 | |
| Organization | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation. | Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation. |
| Language | Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience. | Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience. |
| Delivery | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
| Supporting Material | A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic. | Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic. | Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic. |
| Central Message | Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.) | Central message is clear and consistent with the supporting material. | Central message is basically understandable but is not often repeated and is not memorable. | Central message can be deduced, but is not explicitly stated in the presentation. |

ETHICAL REASONING VALUE RUBRIC

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Definition

Ethical Reasoning is reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions. Students' ethical self identity evolves as they practice ethical decision-making skills and learn how to describe and analyze positions on ethical issues.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones | | Benchmark 1 |
|--|--|---|--|---|
| | | 3 | 2 | |
| Ethical Self Awareness | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs and discussion has greater depth and clarity. | Student discusses in detail/analyzes both core beliefs and the origins of the core beliefs. | Student states both core beliefs and the origins of the core beliefs. | Student states either their core beliefs or articulates the origins of the core beliefs but not both. |
| Understanding Different Ethical Perspectives/Concepts | Student names the theory or theories, can present the gist of said theory or theories, and accurately explains the details of the theory or theories used. | Student can name the major theory or theories she/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. | Student can name the major theory she/he uses, and is only able to present the gist of the named theory. | Student only names the major theory she/he uses. |
| Ethical Issue Recognition | Student can recognize ethical issues when presented in a complex, multi-layered (grey) context AND can recognize cross-relationships among the issues. | Student can recognize ethical issues when issues are presented in a complex, multi-layered (grey) context OR can grasp cross-relationships among the issues. | Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or inter-relationships among the issues. | Student can recognize basic and obvious ethical issues but fails to grasp complexity or inter-relationships. |
| Application of Ethical Perspectives/Concepts | Student can independently apply ethical perspectives/concepts to an ethical question, accurately, and is able to consider full implications of the application. | Student can independently (to a new example) apply ethical perspectives/concepts to an ethical question, accurately, but does not consider the specific implications of the application. | Student can apply ethical perspectives/concepts to an ethical question, independently (to a new example) and the application is inaccurate. | Student can apply ethical perspectives/concepts to an ethical question with support (using examples, in a class, in a group, or a fixed-choice setting) but is unable to apply ethical perspectives/concepts independently (to a new example.). |
| Evaluation of Different Ethical Perspectives/Concepts | Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives/concepts and the student's defense is adequate and effective. | Student states a position and can state the objections to, assumptions and implications and respond to the objections to, assumptions and implications of different ethical perspectives/concepts but the student's response is inadequate. | Student states a position and can state the objections to, assumptions and implications of different ethical perspectives/concepts but does not respond to them (and ultimately objections, assumptions and implications are compartmentalized by student and do not affect student's position.) | Student states a position but cannot state the objections to and assumptions and limitations of the different perspectives/concepts. |

QUANTITATIVE LITERACY VALUE RUBRIC

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Definition

Quantitative Literacy (QL) – also known as Numeracy or Quantitative Reasoning (QR) – is a "habit of mind," competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones | | 1 |
|---|--|---|--|--|
| | | 3 | 2 | |
| Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).</i> | Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. <i>For example, accurately explain the trend data shown in a graph and make reasonable predictions regarding what the data suggest about future events.</i> | Provides accurate explanations of information presented in mathematical forms. <i>For instance, accurately explain the trend data shown in a graph.</i> | Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. <i>For instance, accurately explain trend data shown in a graph, but may miscalculate the slope of the trend line.</i> | Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. <i>For example, attempt to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.</i> |
| Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).</i> | Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. | Competently converts relevant information into an appropriate and desired mathematical portrayal. | Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate. | Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate. |
| Calculation | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.) | Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. | Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem. | Calculations are attempted but are both unsuccessful and are not comprehensive. |
| Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.</i> | Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. | Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work. | Uses the quantitative analysis of data as the basis for tentative, basic judgments, although is hesitant or uncertain about drawing conclusions from this work. |
| Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis.</i> | Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions. | Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate. | Explicitly describes assumptions. | Attempts to describe assumptions. |
| Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized).</i> | Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality. | Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven. | Uses quantitative information, but does not effectively connect it to the argument or purpose of the work. | Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.) |

INTEGRATIVE LEARNING VALUE RUBRIC

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Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

| | Capstone 4 | Milestones | | Benchmark 1 |
|--|--|--|--|---|
| | | 3 | 2 | |
| Connections to experience <i>Connects relevant experience and academic knowledge</i> | Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view. | Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g. family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/frameworks of fields of study. | Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own. | Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests. |
| Connections to discipline <i>Sees (makes) connections across disciplines, perspectives</i> | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective. | Independently connects examples, facts, or theories from more than one field of study or perspective. | When prompted, connects examples, facts, or theories from more than one field of study or perspective. | When prompted, presents examples, facts, or theories from more than one field of study or perspective. |
| Transfer <i>Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations</i> | Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways. | Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues. | Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues. | Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation. |
| Integrated Communication | Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) in ways that enhance meaning , making clear the interdependence of language and meaning, thought and expression. | Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience. | Fulfills the assignment(s) by choosing a format, language or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form). | Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a powerpoint presentation, etc.) in an appropriate form. |
| Reflection and Self Assessment <i>Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self assessment, reflective, or creative work)</i> | Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts. | Evaluates changes in own learning over time, recognizing complex contextual factors (e.g, works with ambiguity and risk, deals with frustration, considers ethical frameworks). | Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self awareness). | Describes own performances with general descriptors of success and failure. |

Research Practices Survey Sample Items - Spring 2009

Your Experiences with Research

6. Which of the following ONLINE sources have you used for research in the past academic year? Check as many as apply.
- a. Google, Yahoo Search or other general Internet search engines
 - b. Online journals, magazines, newspapers or encyclopedias
 - c. Online library catalog
 - d. Online booksellers (such as Amazon.com, BarnesandNoble.com, etc.)
 - e. Online indexes or databases (such as EBSCO, JSTOR, Expanded Academic ASAP, etc.)
 - f. Google Scholar
 - g. Other
 - h. I did not use any online sources for research in the past academic year
10. Over the course of the past academic year, how often did you talk with a librarian about a research project you were doing?

Response options:

- (1) Five or more times
- (2) Three or four times
- (1) Once or twice
- (4) Never

11. Which of the following best describes the way you pace your work on a research assignment?

Response options:

- (1) I do most of the work soon after an assignment is given.
- (2) I divide the work pretty equally across the available time.
- (3) I do a little work soon after the assignment is given, but do most of it toward the end.
- (4) I do all of the work just before or on the due date.

Your Attitudes and Beliefs About Research

14. How challenging is it for you to use sources? Please rate the difficulty of each of the following activities:

| | (1) | (2) | (3) | (4) | (5) |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Determining whether a source is appropriate for an academic project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Deciding what information from your sources to integrate into your project | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Knowing <i>when</i> to document a source | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Knowing <i>how</i> to document a source | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Response options:

- (1) Very easy (*"I can usually do this easily without assistance from an instructor, librarian, or peer tutor"*)
 (2) Somewhat easy (*"I can usually do this with some initial assistance"*)
 (3) Somewhat difficult (*"I need a fair amount of help to do this, but I can manage"*)
 (4) Very difficult (*"This is hard for me even when I've received help"*)
 (5) No experience (*"I have not had any assignments requiring this kind of activity"*)

15. In general, how much do you enjoy doing research?Response options:

- (1) Very much
 (2) Quite a bit
 (3) Some
 (4) Very little

16. People have different beliefs about the research process. Please indicate the extent of your agreement or disagreement with each of the following belief statements:

| | (1) | (2) | (3) | (4) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Skillful researchers know the best way to approach any research question. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. A course in research skills would be useful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. When two researchers disagree, one of them must be wrong. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Successful researchers understand things quickly. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Careful researchers can ultimately get to the truth. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. If a researcher cannot understand something within a short amount of time, she should keep on trying. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Good research yields clear results; poor research yields ambiguous results. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. When it comes to research, some people are just naturally better at it than others. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Response options:

- (1) Strongly agree
 (2) Agree
 (3) Disagree
 (4) Strongly disagree

Your Familiarity with Research Terms and Strategies

20. Researchers must distinguish between *academic journals* and *popular magazines*. Which of the following statements is LEAST ACCURATE?

Response options:

- (1) Academic journal articles provide objective facts; popular magazine articles do not.
- (2) Articles in academic journals usually include a list of references to other scholarly works; articles in popular magazines usually do not.
- (3) The intended audience for academic journals is mainly other scholars; the intended audience for popular magazines is the general public.
- (4) Authors and editors for academic journals are usually employed in higher education; authors and editors for popular magazines are usually employed by the for-profit media.
- (5) Don't know

22. For each of the following, indicate whether the item is an entire book, a journal article, or a portion of a book.

| | (1) | (2) | (3) | (4) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Jorgenson, Lars W. "Reinterpreting Navajo Rites." <i>Navajo Culture</i> 6 (1946): 469-78. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Allen, Glover Morrill. <i>Bats</i> . Cambridge: Harvard University Press, 1939. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Tanaka, Kazuko. "The New Feminist Movement in Japan, 1970-1990." In <i>Japanese Women</i> , edited by Kumiko Fujimura-Fanselow. New York: Feminist Press, 1995. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Response options:

- (1) Entire book
- (2) Journal article
- (3) Portion of a book
- (4) Don't know

24. Which of the following is likely to yield the most comprehensive list of relevant scholarly articles for a research project?

Response options:

- (1) Searching an electronic index or database in a specific academic field (History, Biology, Music, etc.)
- (2) Using a general Internet search like Google or Yahoo
- (3) Paging through print volumes of an academic journal in a specific academic field
- (4) Searching the library catalog
- (5) All of the above are equally effective
- (6) Don't know

27. A citation is NOT required when:

Response options:

- (1) You are paraphrasing, rather than quoting, a source
- (2) More than one source says the same thing
- (3) You are describing your own findings or analysis
- (4) All of the above
- (5) Don't know

Your Approach to Evaluating Sources

28. Among the challenges of research is determining whether a source is scholarly. Below is a list of source characteristics. For each characteristic, if this were the only information you had about a source, what conclusion would you draw about whether the source is likely to be scholarly?

If a source...

| | (1) | (2) | (3) | (4) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Is available online | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Is translated from another language | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Is an article in a peer-reviewed journal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Is a post on a political blog | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Is a recent publication | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Has a lengthy list of references | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Is published by a university press | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Is an article in <i>Time</i> , <i>Newsweek</i> or <i>US News & World Report</i> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Response options:

- (1) Scholarly
- (2) Non-scholarly
- (3) Cannot be determined
- (4) Don't know

31. Suppose you have more relevant sources than you can use in a short research assignment. Which of the following is the best way to determine whether to use a particular source?

Response options:

- (1) Whether the source is a print or Internet source
- (2) How recently the source was published
- (3) How easily you can get the source
- (4) Whether the source is scholarly
- (5) Whether the author is highly respected
- (6) All of the above are equally valid criteria for choosing among sources

35. Is there anything else about your research practices or attitudes that you would like your course instructors or campus librarians to know, or something specific you are hoping to learn about doing high-quality academic research? If so, please write a brief statement below:

How familiar are College A students with high-quality research practices?

Highlights from the Research Practices Survey - Fall 2008 – Spring 2009

The Research Practices Survey (RPS) was administered to nearly 6300 first-year students at 39 HEDS institutions, including College A, prior to the beginning of classes in Fall 2008. Toward the end of Spring 2009, College A joined 35 other institutions in administering the RPS to nearly 3300 first-years, and 11 other institutions administering the RPS to 1175 graduating seniors.

Results show that students' familiarity with research terms and strategies, and ability to evaluate sources, improve substantially over the course of the first year of college, and for the most part, continue to improve through the remainder of their undergraduate experience. However, the proportion of students demonstrating proficiency or reporting "information-literate" practices varied with the type of proficiency or practice.

| | Percentage of Respondents | | | | | |
|---|---------------------------------------|-----------------------------------|---|-------------------------------------|-------------------------------------|---------------------------------|
| | College A First Years Fall 2008 | Other First Years Fall 2008 | College A First-Years Spring 2009 | Other First-Years Spring 2009 | College A Seniors Spring 2009 | Other Seniors Spring 2009 |
| <u>Research experiences in the past academic year</u> | | | | | | |
| 1c. Used a college or university library once a week or more | 3% | 8% | 40% | 41% | 59% | 57% |
| 4. Wrote 5 or more papers requiring at least 3 sources | 50% | 45% | 37% | 39% | 60% | 60% |
| 5c. Used academic or research journals | 46% | 44% | 61% | 57% | 70% | 70% |
| 6e. Used online indexes or databases | 59% | 50% | 77% | 71% | 90% | 85% |
| 7e. Used bibliographic management software | 10% | 13% | 24% | 23% | 27% | 21% |
| 10. Talked with a librarian at least once about a research assignment | 57% | 62% | 64% | 59% | 58% | 57% |
| 11. Usually did most or all of their work on or just before the due date | 64% | 62% | 74% | 69% | 76% | 73% |
| <u>Attitudes and beliefs about research</u> | | | | | | |
| 14a. Considers it easy to determine whether a source is appropriate for a research project | 93% | 88% | 90% | 88% | 93% | 93% |
| 15. Enjoys research "quite a bit" or "very much" | 34% | 28% | 30% | 25% | 42% | 42% |
| 16e. Agrees that "Careful researchers can ultimately get to the truth." | 66% | 70% | 58% | 66% | 48% | 52% |
| 16g. Agrees that "Good research yields clear results, poor research yields ambiguous results." | 63% | 67% | 56% | 61% | 36% | 44% |
| <u>Knowledge about effective search strategies</u> | | | | | | |
| 17. Used Boolean logic terms correctly | 33% | 28% | 43% | 37% | 48% | 42% |
| 18. Identified the correct way to truncate a search word (* or!) | 10% | 9% | 46% | 23% | 65% | 40% |
| 19. Identified the use of subject headings as the most efficient library catalog search strategy | 45% | 40% | 43% | 40% | 58% | 47% |
| 24. Identified electronic indexes, databases, and academic journals as tools that would yield a comprehensive list of relevant sources. | 54% | 43% | 64% | 56% | 80% | 72% |

| | <i>Percentage of Respondents</i> | | | | | |
|---|--|--|--|--|--|--|
| | College A First Years Fall 2008 | Other First Years Fall 2008 | College A First-Years Spring 2009 | Other First-Years Spring 2009 | College A Seniors Spring 2009 | Other Seniors Spring 2009 |
| <u>Knowledge about citation conventions</u> | | | | | | |
| 22a. Correctly identified a given citation as a journal article | 29% | 27% | 43% | 35% | 68% | 65% |
| 22b. Correctly identified a given citation as a book | 78% | 73% | 88% | 82% | 95% | 93% |
| 22c. Correctly identified a given citation as a portion of a book | 22% | 20% | 34% | 29% | 64% | 59% |
| 26. Correctly defined <i>citation</i> as “Source information for any ideas or text from someone else’s written work.” | 58% | 54% | 62% | 58% | 70% | 70% |
| 27. Recognized that a citation is not required when you are describing your own findings or analysis. | 67% | 68% | 76% | 75% | 87% | 87% |
| <u>Ability to evaluate sources appropriately</u> | | | | | | |
| 25. Defined a peer-reviewed/refereed journal correctly as, “A journal that publishes articles that have been approved by other scholars” | 58% | 47% | 74% | 66% | 88% | 80% |
| 28c. Determined that a source is scholarly if it is published in a peer-reviewed journal | 70% | 64% | 86% | 80% | 97% | 91% |
| 28h. Determined that a source is non-scholarly if it is published in Time, Newsweek, or US News and World Report | 21% | 22% | 42% | 35% | 66% | 54% |
| 29. Recognized a personal webpage as the least appropriate source for an academic research project | 61% | 53% | 63% | 58% | 74% | 68% |
| 30. Gave priority to the scholarly nature of a source in determining its appropriateness for a research project | 53% | 44% | 53% | 52% | 66% | 61% |
| 31. Treated the scholarly nature of a source as a more important criterion for source selection than other criteria, such as recency and ease of retrieval | 41% | 38% | 48% | 43% | 43% | 44% |



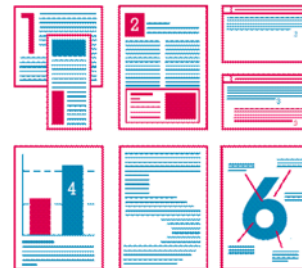
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Sample Performance Task

You are the assistant to Pat Williams, the president of DynaTech, a company that makes precision electronic instruments and navigational equipment. Sally Evans, a member of DynaTech's sales force, recommended that DynaTech buy a small private plane (a SwiftAir 235) that she and other members of the sales force could use to visit customers. Pat was about to approve the purchase when there was an accident involving a SwiftAir 235. You are provided with the following documentation:

- 1: Newspaper articles about the accident
- 2: Federal Accident Report on in-flight breakups in single engine planes
- 3: Pat's e-mail to you & Sally's e-mail to Pat
- 4: Charts on SwiftAir's performance characteristics
- 5: Amateur Pilot article comparing SwiftAir 235 to similar planes
- 6: Pictures and description of SwiftAir Models 180 and 235



Please prepare a memo that addresses several questions, including what data support or refute the claim that the type of wing on the SwiftAir 235 leads to more in-flight breakups, what other factors might have contributed to the accident and should be taken into account, and your overall recommendation about whether or not DynaTech should purchase the plane.

Sample Writing Prompts

The Make-an-Argument prompt presents an opinion on an issue and asks the students to address the issue from any perspective they wish, so long as they provide relevant reasons and examples to explain and support their views on topics such as: *Government funding would be better spent on preventing crime than in dealing with criminals after the fact.*

The Critique-an-Argument prompt requires students to critique an argument by discussing how well reasoned they find it; they must do so by considering the soundness of the argument's logic (rather than agree or disagree with the position presented). An example prompt is: *The number of marriages that end in separation or divorce is growing steadily. A disproportional number of them are from June weddings. Because June weddings are so culturally desirable, they are often preceded by long engagements as the couples wait until the summer months. The number of divorces increases with each passing year, and the latest statistics indicate that more than 1 out of 3 marriages will end in divorce. With the deck stacked against "forever more" it is best to take every step possible from joining the pool of divorcees. Therefore, it is sage advice to young couples to shorten their engagements and choose a month other than June for a wedding.*

CLA Task Definitions and Scoring Criteria

Click [here](#) to learn more about the definitions of the skills assessed by the CLA and the criteria used for scoring the CLA measures.

**Questionnaire items about courses meeting the “First-Year Writing” (FYW) GE requirement
Added to the Research Practices Survey Spring 09 administration to first-years**

7. How did you complete your First Year Writing (FYW) requirement?

- GE 111
- Great Conversation
- American Conversations
- Asian Conversations
- AP/IB credit instead of a St. Olaf course
- Transfer credit instead of a St. Olaf course

8. If you completed one or more research assignments in your FYW course (or course equivalent through AP, IB, or transfer credit), which of the following did you practice? Choose all that apply:

- Developing a list of sources to investigate
- Evaluating sources to determine whether they are appropriate for an academic research project
- Deciding what information from your sources to integrate into your project
- Developing a thesis or point of view and using information from your sources to support it
- Documenting your sources appropriately
- Research was not assigned in my FYW course

9. How well did your experience practicing the research skills you checked above in your FYW course (or course equivalent) prepare you to conduct effective college-level research in other courses?

- Extremely well
- Moderately well
- Somewhat well
- Not very well
- Learning to conduct research did not seem to be a goal for my FYW course

**10. Which of the following writing processes did you practice in your FYW course (or course equivalent)?
Choose all that apply:**

- Responding to feedback
- Revising
- Editing
- Proofreading
- My FYW course didn't emphasize any of these processes

11. How often did you use the writing processes you checked above in the other courses you completed this year?

- Almost always
- Often
- Sometimes
- Rarely
- Writing was not required in the other courses I completed this year

12. Please elaborate on any of your responses to the above questions about your First-Year Writing (FYW) course (or course equivalent), to help the St. Olaf faculty determine what works well and what should be changed in the future:

**Questionnaire items about courses meeting the “Writing in Context” (WRI) GE requirement
Added to the Research Practices Survey Spring 09 administration to seniors**

8. Which of the following processes were incorporated in *at least three* of your four Writing in Context (WRI) courses, including any you are taking now? Choose all that apply:

- Responding to feedback
- Revising
- Editing
- Proofreading
- Overall, my WRI courses didn't give much attention to any of these processes

9. How often have you used the writing processes you checked above in other (non-WRI) courses you have completed at St. Olaf?

- Almost always
- Often
- Sometimes
- Rarely
- Writing was not required in most of the other courses I have completed at St. Olaf

10. Thinking about your overall experience in your four WRI courses, considered together, how much did you practice writing for an audience in a particular disciplinary or interdisciplinary field (e.g., Art History, Biology, Asian Studies, Philosophy, etc.)?

- A considerable amount
- A moderate amount
- Some
- Not very much
- None of the above, because my WRI courses varied so much in their emphasis on this goal
- I did not practice this in any of my WRI courses

11. Thinking about your overall experience in your four WRI courses, considered together, how much did you write as a way to think and to learn, and not just as a way to convey course information?

- A considerable amount
- A moderate amount
- Some
- Not very much
- None of the above, because my WRI courses varied so much in their emphasis on this goal
- I did not practice this in any of my WRI courses

12. Please elaborate on any of your responses to the above questions about your Writing in Context (WRI) courses, to help the St. Olaf faculty determine what works well and what should be changed in the future:



COMMON SCORING RUBRIC

http://www.cae.org/content/pdf/CLA_Scoring_Criteria_%28Jan%202008%29.pdf



http://claintheclassroom.org/task_library

Performance Task Library

Included below are performance tasks created by faculty from across the country who have participated in one of the Performance Task Academies. Please note that these tasks have not been reviewed or field tested by the CLA measurement scientists for validity and reliability (the way that our official CLA Performance Tasks are); therefore they are provided for inspiration and with the author's permission to be adapted for your own use at your campus. (Past Academy participants who have submitted a performance task will receive a password to access these files.) Included in the documents is the contact information for the creators -- please contact them with questions or to seek permission to use their materials. This Task Library is merely provided as a means to facilitate sharing.

The descriptions below were provided by the faculty authors.

(A1) What Would Aristotle Do?

Topic: You are currently a VP of a Fortune 500 company. You are approximately 50 years old and your spouse has recently been diagnosed with Alzheimers. Your professional goal is to someday be the CEO. Today the CEO approached you about accepting a promotion to Executive VP which is a step in the path to CEO. You must decide within the next week if you will accept the promotion or downshift your career.

Suggested Courses: Philosophy, Finance, Personal Finance, or Business Ethics

(A2) Air Pollution

Topic: EPA regulators are threatening to fine the city of Valley Town and impose regulations that would cost an average family \$2500/year.

Suggested Courses: Environmental Science, Statistics, Sustainable Development

(A3) Art Scene Investigations

Topic: Creation of an art exhibition catalogue involving a jurying process and prestigious award.

Suggested Courses: Seminar course built around this performance task

(A4) Biology Capstone Seminar: Intelligent vs Evolution Debate

Topic: Students must prepare counter-arguments against a proposal to teach Intelligent Design along with evolution using scientific arguments based on evolution.

Suggested Courses: Evolutionary Biology, Capstone Seminar

(A5) Drunk Driving Reduction

Topic: A college must evaluate the severity of alcohol-related behaviors among students, and the likelihood that a particular program would be cost-effective.

Suggested Courses: First Year Student Seminar, Public Policy, Rhetoric, Psychology

(A6) Employment Discrimination

Topic: A class-action sex discrimination lawsuit is being pursued by a group of former female employees of a major retailer.

Suggested Courses: Introductory Economics, Introductory Business/Management, Introductory Law, Women's Studies courses focusing on work or discrimination

(A7) Human Biological Evolution

Topic: The students will collect data on human biological variation. This project shows that students recognize good research design, the importance of carefully collecting data and analyzing the data.

Suggested Courses: Biology and Physical/Biological Anthropology courses

(A8) Hybrid vs Biodiesel

Topic: The city council is charged with voting on and approving the upcoming lease agreement for the municipal vehicle fleet. With the recent increases in the cost of fuel and the assumption that fuel costs will begin to rise, the city council wants to adopt a more economical and environmental option over the traditional gasoline vehicles that make up the current fleet. The top two supported options are currently hybrid or biodiesel based vehicles.

Suggested Courses: Environmental studies, Biology, Political Science, Economics

(A9) Laptops for Freshmen

Topic: The provost of Southern State College is thinking of introducing a new policy that would provide each incoming freshman with a laptop.

Suggested Courses: (not specified)

(A10) Marketing and Search Advertising

Topic: Intern is hired to manage search advertising at a small- to medium-sized business. The firm has not used search advertising and is relying on your knowledge, analysis, and decision-making skills to successfully launch a campaign on their behalf.

Suggested Courses: Business, Marketing, Advertising

(A11) Psychology Performance Task

Topic: Students are in the role of a parent deciding whether to enroll their autistic son in an autism-specific camp or a mainstream camp.

Suggested Courses: Psychology

(A12) Siting a Firehouse

Topic: GIS analyst is tasked with selecting the best location for a new firehouse in a mid-sized city.

Suggested Courses: Advanced GI Science courses

(A13) Building a Sport Center Complex on Campus

Topic: A campus wants to build a new sports center complex and is choosing between two business plans.

Suggested Courses: Architecture, Design, Marketing, Communications, Public Policy

(A14) Subsidize or Not? Corn Ethanol

Topic: Principles of Economics students analyze a policy decision using demand and supply models and evaluate additional considerations.

Suggested Courses: Principles of Economics

(A15) David and Goliath

Topic: WalMart would like to build a SuperCenter in a rural community and the issue has come before the local zoning board.

Suggested Courses: Non major-specific

(A16) Cell Phone Use While Driving

Topic: Students write a report defending a pro or con position on a proposed referendum to ban cell phone use while driving.

Suggested Courses: Cognitive Psychology, General Psychology, Public Policy

(A17) Liquid Trust

Topic: A vice president asks the manager of a sales team to look into purchasing Liquid Trust for the sales force in order to boost productivity and send him a memo providing the evidence to justify the purchase for the company.

Suggested Courses: Any course concerned with the evaluation and practical application of scientific claims

(A18) Creationism vs Evolution

Topic: A parent who is a biology professor and Sunday school teacher is asked to respond to a child's inquiry on the difference between creationism and evolution.

Suggested Courses: (not specified)

(A19) Using Technology for International Business Meeting

Topic: The students will survey the technologies of audioconferencing, videoconferencing and webconferencing, compare features, benefits, limitations and costs, make and write a recommendation in the form of a report to the CIO and CEO on the most appropriate and effective technology use for an important international business meeting.

Suggested Courses: Business, and other courses where event management and research competency would be of importance.

(A20) Using Stimulus Funds and What Wii Should Do About It

Topic: This is a case study approach that would allow for multiple disciplines and classrooms. It uses contemporary problems/issues with popular culture of the current generation of students. It involves use of stimulus funds and how a governor will use such funds earmarked for weight loss initiatives.

Suggested Courses: Kinesiology, Communication, Public Service, Logic

St. Olaf College Effective Writing Rubric Template

| | Exemplary | Proficient | Emerging | Not Present | Not Applicable |
|--|-----------|------------|----------|-------------|----------------|
| Originality of thesis or focus | | | | | |
| Clarity of thesis or focus | | | | | |
| Selection, use, and efficacy of evidence or detail | | | | | |
| Adaptation to audience | | | | | |
| Appropriate use of disciplinary concepts | | | | | |
| Control of formal and rhetorical elements | | | | | |
| Correct use of standard writing conventions | | | | | |

Source: St. Olaf Collaborative Assessment for Liberal Learning (CALL) Effective Writing Team, Spring 2009
 Diane LeBlanc, Department of English
 Jonathan Hill, Department of English
 Elizabeth Leer, Department of Education
 Anant Rambachan, Department of Religion

The St. Olaf CALL Effective Writing team worked with colleagues at Carleton, Macalester, and Grinnell in Spring 2006 to develop the definition of effective writing provided below, and then used this definition to develop the above rubric template.

Definition of effective writing

Effective writing is the result of a process of drafting, revising, and editing that helps to create a self-aware writer. Effective writing

- a) Demonstrates correct use of standard writing conventions (spelling, punctuation, grammar, and syntax);
- b) Demonstrates control of formal elements (vocabulary, structure, paragraphing), tone, and rhetorical devices;
- c) Employs and adapts (a) and (b) in ways appropriate to a given rhetorical situation to generate and sustain the interest of readers;
- d) Employs and adapts (a), (b), and (c) to the needs of either generally-educated readers or disciplinary, specialized readers;
- e) Demonstrates proficiency in using research to support critical inquiry, including the ability to identify, evaluate, analyze, synthesize, and document appropriate sources.

St. Olaf College Critical Thinking Rubric Template

Note: The parenthetic letters associated with each criterion in the rubric refer to the definition of critical thinking appended below.

| | <i>Exemplary</i> | <i>Proficient</i> | <i>Emerging</i> | <i>Not present</i> |
|--|------------------|-------------------|-----------------|--------------------|
| Clear thesis/main argument that takes a position (c) | | | | |
| Careful evaluation of texts and evidence (a) | | | | |
| Persuasive use of evidence to support arguments (a/c) | | | | |
| Recognition of what is known and not known (b) | | | | |
| Acknowledgement and evaluation of other views (d) | | | | |
| Recognition and critique of assumptions (e) | | | | |
| Assessment of one's own assumptions and arguments (b/e) | | | | |
| Use of relevant disciplinary concepts or methods (a/c) | | | | |
| Use of relevant concepts or methods from other fields (f) | | | | |

Source: St. Olaf Collaborative Assessment for Liberal Learning (CALL) Critical Thinking Team, Spring 2009
 Vicki Harper, Philosophy
 Bob McClure, Education
 Mary Walczak, Chemistry
 Paul Zorn, Mathematics, Statistics, and Computer Science

The St. Olaf CALL Critical Thinking team worked with colleagues at Carleton, Macalester, and Grinnell in Spring 2006 to develop the definition of critical thinking provided below, and then used this definition to develop the above rubric template.

Definition of critical thinking:

Critical thinking is the ability to analyze, construct and evaluate arguments, to support claims by appropriate reasons or evidence, and to formulate positions and policies on the basis of a reasonable assessment of alternatives. It is disciplined and creatively imaginative thinking that enables one to integrate ideas, interpret texts and data, and examine issues in a nuanced and fair-minded way. It is a way of being accountable and taking responsibility for one's own beliefs.

Critical thinking is characterized by the following *abilities*:

- a) Evaluation of evidence, data and information in a rigorous or disciplined way;
- b) Assessment of one's own position, and recognition of what's known and unknown;
- c) Identification of theme, thesis, policy, argument, etc. in a discipline-appropriate way;
- d) Synthesis of understanding, appreciation, and evaluation of a text or argument;
- e) Recognition and critique of assumptions, including one's own;
- f) "Transfer of training" from one area of study to another.

Critical thinking is also characterized by the following *attitudes*:

- a) Willingness to evaluate and challenge received opinion;
- b) Inclination to introspection and self-examination;
- c) Commitment to intellectual virtues, including curiosity, courage, and accountability.

St. Olaf College – *The Great Conversation* Critical Thinking Rubric

Note: “Critical thinking” is understood to mean “the ability to interpret, analyze, and evaluate texts and/or artistic works.”

| | | Levels of Achievement | | | | |
|-------------------------------------|-------------------------------------|---|---|--|---|---|
| | | 5 Excellent – exceeding our expectations | 4 | 3 Acceptable – meeting our expectations | 2 | 1 Disappointing – falling short of our expectations |
| Criteria 1st Year | Thesis | Argues a clear and innovative thesis. Successfully offers an illuminating, perhaps surprising, approach to the work. Approaches the work in a revealing way. | | Presents a plausible thesis that identifies an important aspect of the work. May not be especially illuminating. | | Posits a commonplace or confused thesis that fails to illuminate relevant features of the work, or perhaps misunderstands the work. |
| | Organization | Clear and effective organization. Author’s strategy is clear from the outset. What needs to be understood first is introduced first. Subsequent steps follow in a reasoned, persuasive order. | | Displays uneven organization; may digress or meander either within a paragraph or in the order of paragraphs, but generally offers a discernable, logical structure. | | Lacks a logical structure cannot be discerned either within paragraphs or in the overall sweep of the argument. |
| | Use of Evidence | Identifies and presents evidence relevant to to the given thesis. Accurately, perhaps creatively, construes the evidence to support an interpretation. Draws convincing inferences from evidence. Effectively situates evidence in context. | | Identifies relevant evidence, but may not show the relevance persuasively. Evidence may be uneven in relevance or too scanty to build a strong argument. Evidence may be simply cited, rather than built upon. Evidence may be offered without recognition of context. | | Fails to identify relevant evidence, misinterprets the given evidence, or fails to clearly interpret it |
| | Style & Mechanics | Reads easily because of clear and correct grammar and punctuation, diverse and interesting sentence structure, and graceful transitions. | | Demonstrates basic use of grammar and punctuation, some varied sentence structure, and logical transitions between paragraphs and sentences. | | Lacks consistently correct grammar and punctuation. Includes repetitive sentence structure and weak transitions. |
| Criteria 2nd Year | Critical Reflection on the Argument | Recognizes grounding assumptions, compelling arguments on several sides of an issue, and may concede weaknesses of the position being defended. Establishes clear criteria for judgments and conclusions. | | Shows some awareness of grounding assumptions. Shows some awareness of possible limits to the position taken. Offers judgments and conclusion with a loose sense of guiding criteria. Recognizes compelling arguments on both sides of an issue | | Proceeds from unrecognized assumptions. Does not recognize possible alternatives. Offers judgments without establishing criteria. Avoids or ignores alternate views or position’s weaknesses. |
| | | | | | | Total Score |

Quantitative Reasoning rubric:

Quantitative reasoning is the ability to translate verbal or written assertions into quantitative data, read and analyze quantitative data, use models, interpret quantitative data, translate quantitative evidence and reasoning back to verbal or written assertions and support conclusions.

| | Beginning | Developing | Accomplished | Exemplary |
|---|---|---|---|---|
| Translates verbal or written assertions into quantitative data | Student develops mathematical expressions and/or operational definitions from verbal or written assertions with significant errors. | Student develops mathematical expressions and/or operational definitions from verbal or written assertions with few errors. | Student develops appropriate mathematical expressions and/or operational definitions from verbal or written assertions. | Student develops appropriate mathematical expressions and/or operational definitions from verbal or written assertions with clearly defined variables and/or units. |
| Reads and analyzes quantitative data | Student exhibits ability to differentiate between qualitative and quantitative data. | Student either chooses or properly applies a method of quantitative analysis | Student chooses and properly applies a method of quantitative analysis | Student uses or compares more than one method of quantitative analysis. |
| Uses quantitative models | Student recognizes a quantitative model to explain quantitative data | Student applies a given model to quantitative data with few errors | Student applies a given model to quantitative data with no errors. | Student tailors the quantitative representation of data for optimal understanding |
| Interprets quantitative data | Student interprets the quantitative data with significant errors | Student interprets the quantitative data with few errors | Student accurately interprets the quantitative data with no errors. | Student accurately interprets the quantitative data recognizing the limitations of the methodology used |
| Supports conclusion | Student uses no quantitative data to support their conclusion | Student incorrectly uses quantitative data to support conclusion | Student accurately uses quantitative data to support conclusions | Student accurately uses quantitative data to support conclusions and recognizes extensions of the problem and/or conclusion |

Oral Presentation Rubric Template

Note: Effective oral presentations require a wide array of proficiencies. Different assignments may place greater emphasis on some kinds of proficiencies than on others. The purpose of this template is to provide a comprehensive list of proficiencies from which instructors can choose in constructing a template specific to an assignment.

Clarity of organization

| | Exemplary | Proficient | Emerging | Not Present |
|---|------------------|-------------------|-----------------|--------------------|
| <i>Introduction:</i> The introduction previewed the topic and organization of the presentation. | | | | |
| <i>Main point:</i> The central claim of the presentation was easy to identify. | | | | |
| <i>Grouping of ideas:</i> The presentation was organized into clearly-identifiable sections with an explicit organizational pattern (e.g., chronological, problem-solution, analysis of parts, etc.). | | | | |
| <i>Conclusion:</i> The conclusion reinforced the central claim of the presentation. | | | | |

Effectiveness of substantive content

| | Exemplary | Proficient | Emerging | Not Present |
|--|------------------|-------------------|-----------------|--------------------|
| <i>Main point:</i> The central claim of the presentation was clear, concise, and compelling. | | | | |
| <i>Supporting points:</i> Each section of the presentation conveyed a supporting claim that advanced the central claim. | | | | |
| <i>Evidence:</i> The amount and variety of supporting material (e.g., examples, statistics, quotes from authorities, analogies) made the supporting claims compelling. | | | | |
| <i>Sources:</i> The sources cited in the presentation were reliable and appropriate to the subject. | | | | |
| <i>Language:</i> The language characterizing the presentation was grammatical, vivid, appropriate to the subject and occasion, and free from bias. | | | | |
| <i>Visual aids:</i> Visual aids (e.g., PowerPoint slides, handouts, charts, graphs) were introduced when needed, were easy to understand, and augmented the content of the presentation without overwhelming the oral component. | | | | |
| <i>Topical significance:</i> The presentation addressed a substantive topic worthy of the attention of the listeners. | | | | |
| <i>Overall effectiveness of content:</i> In general, the presentation was informative and/or persuasive. | | | | |

Connection to the audience

| | Exemplary | Proficient | Emerging | Not Present |
|--|------------------|-------------------|-----------------|--------------------|
| <i>Relevance of topic:</i> The presentation was explicitly related to the interests and/or experiences of the listeners. | | | | |
| <i>Audience-appropriateness of language:</i> Word choices were suitable to the audience; unfamiliar terms were introduced only when necessary and defined if they were used. | | | | |
| <i>Credibility of supporting material:</i> The presentation included evidence and sources that the audience would find credible. | | | | |
| <i>Transitions:</i> The presentation included transitions and “signposts” (enumeration, alliteration, parallel phrasing, etc.) to help listeners follow along. | | | | |
| <i>Responsiveness:</i> The speaker restated or clarified audience questions and provided concise, relevant, and knowledgeable responses. | | | | |
| <i>Respect:</i> The speaker conveyed respect for the opportunity to exchange ideas with the audience through speaking and listening. | | | | |

Appropriateness to the occasion

| | Exemplary | Proficient | Emerging | Not Present |
|--|------------------|-------------------|-----------------|--------------------|
| <i>Speaker’s appearance:</i> The speaker’s clothing, grooming, stance, and physical movements were suitable for the occasion. | | | | |
| <i>Presentation length:</i> The content of the presentation fit the available time. | | | | |
| <i>Tone:</i> The speaker’s decisions about word choice, sources, the use of humor, and personal references to him/herself or others, demonstrated sensitivity to the occasion, the topic, and the purpose of the presentation. | | | | |
| <i>Adhering to relevant conventions:</i> The speaker observed appropriate norms or conventions in the use of any disciplinary terms, concepts, or formats for visual aids. | | | | |

Representation of self

| | Exemplary | Proficient | Emerging | Not Present |
|---|------------------|-------------------|-----------------|--------------------|
| <i>Confidence:</i> The speaker displayed little or no “stage fright” or reticence to speak. | | | | |
| <i>Originality:</i> The speaker’s analysis, synthesis, arguments and word choices were distinct and compelling. | | | | |
| <i>Preparation:</i> The speaker appeared to know the content of the presentation well and to have practiced its delivery, without simply reading his or her notes or the visual aids. | | | | |
| <i>Ownership:</i> The speaker demonstrated sincerity of purpose and commitment to the message of the presentation. | | | | |

Effectiveness of delivery

| | Exemplary | Proficient | Emerging | Not Present |
|---|------------------|-------------------|-----------------|--------------------|
| <i>Posture:</i> The speaker stood comfortably, neither slouching nor being too stiff, and without distracting movements (fidgeting, shifting weight, etc.). | | | | |
| <i>Eye contact:</i> The speaker maintained eye contact with listeners around the entire room. | | | | |
| <i>Volume:</i> The speaker was easy to hear without being too loud. | | | | |
| <i>Enunciation:</i> The speaker’s words were enunciated clearly but without exaggeration. | | | | |
| <i>Pacing:</i> The speaker spoke slowly enough to be followed easily, but did not drag. | | | | |
| <i>Expressiveness:</i> The volume, pace, and pitch of the speaker’s voice varied, but without being overly dramatic. | | | | |
| <i>Pauses:</i> The speaker used pauses to maintain interest and enhance understanding of key points. | | | | |
| <i>Gestures:</i> The speaker used gestures to maintain interest and enhance understanding, but without distraction. | | | | |
| <i>Flow:</i> The speaker seldom relied on vocal fillers (“um,” “uh,” “like,” “you know,” etc.) | | | | |
| <i>Overall effectiveness of delivery:</i> In general, the delivery of the presentation enhanced understanding and sustained interest. | | | | |

Source: Jo Beld, Office of Institutional Research and Evaluation, and the AAC&U Oral Presentation Meta-Rubric Team: Mark Braun, Augustana College; Mary Gill, Buena Vista University; Brad Mello, National Communication Association; and Laura Palucki-Blake, Agnes Scott College

**St. Olaf College
Global Perspective Rubric Template**

Note: The parenthetic letters associated with each criterion in the rubric refer to the definition of “global perspective” appended below.

| | Exemplary | Proficient | Emerging | Not present | Not relevant |
|--|------------------|-------------------|-----------------|--------------------|---------------------|
| Attention to the interconnectedness of the human and natural environment (a) | | | | | |
| Attention to the impact of problems, events, actions, or ideas in one part of the world on other parts of the world (a) | | | | | |
| Reference to relevant national or global systemic and/or institutional structures (a) | | | | | |
| Reference to accurate and appropriate facts in explaining global processes, problems, actions, or events (b) | | | | | |
| Use of relevant disciplinary or interdisciplinary concepts or methods in explaining global processes, problems, actions, or events (b) | | | | | |
| Ability to articulate categories, meanings or frameworks of interpretation used by individuals or groups elsewhere in the world to understand global processes, problems, actions, or events (c) | | | | | |
| Ability to critique and adjust one’s own categories, meanings, and interpretive frameworks for understanding global processes, problems, actions, or events, in response to perspectives articulated elsewhere in the world (c) | | | | | |

Source: *St. Olaf Collaborative Assessment for Liberal Learning (CALL) Global Perspective Team, Spring 2009*
 Eric Lund, Religion, International and Off-Campus Studies
 Susan Bauer, Interdisciplinary Fine Arts
 Tony Lott, Political Science
 Tom Williamson, Sociology

In conjunction with the 2007-08 CILA Learning Community on “Analyzing Global Understanding in the Classroom”

Working Definition of “Global Perspective”

Below is an excerpt of a working paper drafted by the CILA “Global Understanding” Learning Community, March 2008

Incorporating a global perspective is an intellectual habit or practice that grows out of a constellation of factors, including knowledge, skills and dispositions. It enables one to view and examine oneself and others and the wider issues confronting the world today, by relying on the tools learned in different disciplines brought together in a robust interdisciplinary framework.

Knowledge, skills, and dispositions are part of an integrated learning process which includes, but is not limited to:

- (a) **Interconnections:** Students should learn that incorporating a global perspective requires attention to the interconnectedness of the human and natural environment and the interrelated nature of events, problems, and ideas. These interconnections relate to systemic and institutional structures and the way that cultural meanings are constructed amid those constraints. Activities and decisions made by individuals or nations in one part of the world can have an important impact on people in other parts of the world.
- (b) **Literacies:** Students should learn that incorporating a global perspective requires attention to the fact that there is not a single, global literacy set to be mastered. Rather, knowledge, skills, and practices are contingent and situated in interdisciplinary learning processes. At a minimum, students approach a global perspective when they obtain basic facts, concepts, and theories; an intermediate level of foreign language proficiency; and an expanded ontological horizon. These literacies provide opportunities for more thoughtful perspectives to emerge. They encourage the construction of interpretive frameworks within which learning can become a more intentional and comparative project.
- (c) **Contextualization and re-contextualization:** In courses ranging across the curriculum, students develop problem-solving skills that inform the construction of categories and frameworks and thereby make learning a more holistic endeavor. As students learn, these categories and frameworks are upset, interrogated, and re-constructed. Such learning patterns encourage curiosity, risk-taking, and an ability and desire to evaluate. These patterns provide students with mechanisms to respond to cognitive dissonance and encourage critical thinking and self-examination through empirically rich case studies and narratives.

You are receiving this questionnaire because you are a student in Norwegian 240: Vikings in Literature, a course that meets a General Education requirement in Oral Communication (ORC). The questionnaire has been developed by the faculty Curriculum Committee, which is responsible for overseeing the St. Olaf General Education curriculum. Your responses are anonymous and will have no impact on your grade. Results will be compiled by the Office of Institutional Research and Evaluation and shared with the Curriculum Committee and the course instructor. Your candid responses will help the Committee and your instructor learn about students' experiences in relation to the specific learning goals that St. Olaf has established for ORC courses.

1. The learning goals for ORC courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| The ability to listen and speak effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use listening and speaking as means of learning about a subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Increased confidence in your listening and speaking abilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other specific experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|---|--------------------------|--|--------------------------|--------------------------|
| The ability to listen and speak effectively. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use listening and speaking as means of learning about a subject. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Increased confidence in your listening and speaking abilities. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for ORC courses. You're also welcome to share comments about this questionnaire.

1. The learning goals for MCG courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| Deep, contextualized knowledge about one culture substantially different from dominant groups in the US, Canada and Western Europe. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use concepts and tools of inquiry from at least one discipline to analyze cultural experience different from that of dominant groups in the US, Canada, and Western Europe. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to reflect critically on your own cultural experience and the diverse cultural experiences of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understanding your place in a world that is culturally complex and diverse, interdependent but divided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|---|--------------------------|--|--------------------------|--------------------------|
| Deep, contextualized knowledge about one culture substantially different from groups dominantly represented in the U.S., Canada and Western Europe. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use concepts and tools of inquiry from at least one discipline to analyze issues related to cultural experience different from that of groups dominant in the United States, Canada, and Western Europe. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to reflect critically on your own cultural experience and the diverse cultural experiences of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understanding your place in a world that is culturally complex and diverse, interdependent but divided. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for MCG courses. You're also welcome to share comments about this questionnaire.

1. The learning goals for MCD courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| Deep, contextualized knowledge about one or more non-dominant culture(s) within the United States. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use concepts and tools of inquiry from at least one discipline to analyze the diversity of cultural experience in the US. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to reflect critically on your own cultural experience and the diverse cultural experience of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A better understanding of yourself in relation to others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other specific experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|--|--------------------------|--|--------------------------|--------------------------|
| Deep, contextualized knowledge about one or more non-dominant culture(s) within the United States. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use concepts and tools of inquiry from at least one discipline to analyze the diversity of cultural experiences in the US | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to reflect critically on your own cultural experience and the diverse cultural experience of others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A better understanding of yourself in relation to others. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for MCD courses. You're also welcome to share comments about this questionnaire.

1. The learning goals for SED courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| Knowledge of scientific content and scientific principles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficiency in the application of the scientific method, including the appropriate collection, analysis, and interpretation of data, and effective communication of findings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An ability to use scientific terminology appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An understanding of the ways in which scientific ideas evolve and come to be accepted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other specific experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|---|--------------------------|--|--------------------------|--------------------------|
| Knowledge of scientific content and scientific principles. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Proficiency in the application of the scientific method, including the appropriate collection, analysis, and interpretation of data, and effective communication of findings. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An ability to use scientific terminology appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An understanding of the ways in which scientific ideas evolve and come to be accepted. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for SED courses. You're also welcome to share comments about this questionnaire.

1. The learning goals for IST courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| The ability to use concepts and tools from one or more natural sciences to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use a variety of disciplinary perspectives to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use scientific terminology appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other specific experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|--|--------------------------|--|--------------------------|--------------------------|
| The ability to use concepts and tools from one or more natural sciences to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use a variety of disciplinary perspectives to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use scientific terminology appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for IST courses. You're also welcome to share comments about this questionnaire.

1. The learning goals for IST courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|--|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| The ability to use concepts and tools from one or more natural sciences to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use a variety of disciplinary perspectives to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use scientific terminology appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other specific experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|--|--------------------------|--|--------------------------|--------------------------|
| The ability to use concepts and tools from one or more natural sciences to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use a variety of disciplinary perspectives to understand an issue or topic. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use scientific terminology appropriately. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for IST courses. You're also welcome to share comments about this questionnaire.

1. The learning goals for HBS courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| An understanding of individual and/or social human behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of empirical methods for studying human behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use theories and concepts of human behavior with appropriate empirical evidence to analyze contemporary social issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other specific experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|---|--------------------------|--|--------------------------|--------------------------|
| An understanding of individual and/or social human behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Knowledge of empirical methods for studying human behavior. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to use theories and concepts of human behavior with appropriate empirical evidence to analyze contemporary social issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for HBS courses. You're also welcome to share comments about this questionnaire.

1. The learning goals for EIN courses are listed below. To what extent did your experience in this course contribute to your learning in relation to each goal, either by strengthening your prior understanding or by helping you develop new understandings?

| | Very much | Quite a bit | Some | Very little | I was not aware that this was a course goal | I am not sure what this goal statement means |
|---|--------------------------|--------------------------|--------------------------|--------------------------|---|--|
| Understanding of particular ethical or moral theories, including at least one from a Christian tradition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to identify similarities and differences in two or more ethical or moral theories. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to analyze current ethical issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

2. Choose one of the above goals and describe a specific aspect of your course experience that you found especially helpful in promoting your learning. Consider course readings, assignments, feedback from your instructor, interactions with other students, activities during class sessions, or any other specific experience.

3. Choose one of the above goals (it might be the same one you discussed in #2) and share a specific suggestion for enhancing learning the next time the course is offered. What aspect of the course could be changed or added, and why?

4. The knowledge and skills students develop in GE courses are intended to be useful beyond the course itself. To what extent have you applied your learning in this course to other academic or personal experiences?

| | Have already applied | Have not yet applied but expect to do so | Neither | Don't know |
|---|--------------------------|--|--------------------------|--------------------------|
| Understanding of particular ethical or moral theories, including at least one from a Christian tradition. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to identify similarities and differences in two or more ethical or moral theories. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The ability to analyze current ethical issues. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

5. Please add any other feedback you'd like to share about the contributions of this course to the learning goals for EIN courses. You're also welcome to share comments about this questionnaire.

St. Olaf College
Instructor's General Education Intended Learning Outcomes Inventory

Instructions : This worksheet is for the instructor's use in preparing a General Education Course Assessment Report for the Assessment Subcommittee. Because it includes identifiable information about individual students, it is not intended for submission to the Subcommittee. For each student in your GE course, determine the assignment(s) in which students demonstrated the learning outcome you are investigating, and then record your summary evaluation of the extent to which the intended learning outcome was demonstrated in the work each student submitted. If you are using several exam items or more than one assignment as evidence, record the average performance of the student across those items or assignments with respect to the intended learning outcome.

Outcome : *[Insert the intended learning outcome being assessed; copy and paste from <http://www.stolaf.edu/committees/curriculum/ge/index.html>]*

Evidence : *[Insert a brief description of the student work (writing assignment, exam questions, oral presentation, etc.) that provided the evidence of student learning]*

Outcome goal : *[Insert the desired collective outcome for this course (e.g., "A minimum of 80% of the students will demonstrate satisfactory or exemplary outcomes")]*

| | Student name | Demonstration of learning outcome | | | |
|----------------|---------------------|--|---------------------|-----------------|-------------------------|
| | <i>Last, First</i> | Exemplary | Satisfactory | Emerging | Not demonstrated |
| 1. | | | | | |
| 2. | | | | | |
| 3. | | | | | |
| 4. | | | | | |
| 5. | | | | | |
| 6. | | | | | |
| 7. | | | | | |
| 8. | | | | | |
| 9. | | | | | |
| 10. | | | | | |
| 11. | | | | | |
| 12. | | | | | |
| 13. | | | | | |
| 14. | | | | | |
| 15. | | | | | |
| 16. | | | | | |
| 17. | | | | | |
| 18. | | | | | |
| 19. | | | | | |
| 20. | | | | | |
| 21. | | | | | |
| 22. | | | | | |
| 23. | | | | | |
| 24. | | | | | |
| 25. | | | | | |
| Total N | 0 | 0 | 0 | 0 | 0 |
| Total % | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! | #DIV/0! |

**Rubric Development:
Alternative Labels for Levels of Performance**

Among the decisions to be made in constructing a rubric are:

- (1) How many levels of performance to include
- (2) How to label the levels

Here are some ideas to consider in making each decision.

- (1) *Number of levels:* The advantage of a three-level rubric is its simplicity and speed of use. The disadvantage is that, when there is a “middle” ranking, evaluators tend to gravitate toward the middle. A four-level rubric asks evaluators to be a little more discriminating in their review of student work. In addition, if the rubric will be distributed to students beforehand and used to provide feedback after they have submitted their work, a four-level approach will give them more information.
- (2) *Labels:* These are essentially up to you. Some rubric developers eschew descriptive labels altogether and simply use numbers. Others prefer words. Below are a number of alternatives; you can combine them in any way you like. If you are planning to use the rubric with students, that may affect your choice of terminology. When you are designing the rubric, be clear about your performance goal for most, or perhaps all, of your students, and build your rubric around that level. Typically, in a four-level rubric, the goal would be for all students to achieve at least a Level 3; in a three-level rubric, you would hope to see them at least at Level 2. So you may want to begin by choosing the label you want to use for the “where we want them to be” category, and then choose the other labels.

Possible labels for four performance levels:

| Beyond where we want them to be | Where we want them to be | Approaching where we want them to be | At the starting gate |
|---------------------------------|--------------------------|--------------------------------------|----------------------|
| 4 | 3 | 2 | 1 |
| Exemplary | Effective | Emerging | Elementary |
| Outstanding | Proficient | Developing | Novice |
| Excellent | Good | Fair | Poor |
| Mastering | Competent | Intermediate | Beginning |
| Superior | Satisfactory | Weak | Not present |

Possible labels for three performance levels:

| Beyond where we want them to be | Where we want them to be | Not yet where we want them to be |
|---------------------------------|--------------------------|----------------------------------|
| 3 | 2 | 1 |
| Exemplary | Effective | Emerging |
| Outstanding | Proficient | Novice |
| Superior | Satisfactory | Weak |
| Excellent | Good | Beginning |
| Advanced | Competent | Not yet competent |

Rubric Development: Describing Levels of Performance

When different people are working together to use a rubric to assess a sample of student work, or when a rubric is being used for instruction as well as assessment, it can be helpful to include “performance descriptors” for each level of performance, however those levels of performance might be labeled. If a rubric essentially says “Here’s what a ‘2’ looks like with respect to this aspect of a learning outcome,” this increases the likelihood that different faculty will evaluate a sample of student work in the same way, or that students will understand more fully what they need to do to demonstrate that they have accomplished an outcome.

The American Association of Colleges and Universities (AAC&U) has prepared some very useful suggestions for the kind of language that is typically associated with performance descriptors for different kinds of criteria a rubric might contain. Below are their suggestions.

“Does a student’s work meet this criterion?”

| <i>Criterion type</i> | <i>“Yes, and more”</i> | <i>“Yes”</i> | <i>“Yes, but...”</i> | <i>“No”</i> |
|---------------------------|----------------------------------|--|--|--|
| | 4 | 3 | 2 | 1 |
| Task requirements | All | Most | Some | Few |
| Frequency | Always | Usually | Some of the time | Rarely |
| Accuracy | No errors | Few errors | Some errors | Frequent errors |
| Comprehensibility | Always comprehensible | Almost always comprehensible | Gist and main ideas are comprehensible | Isolated parts are comprehensible |
| Content coverage | Fully developed, fully supported | Adequately developed, adequately supported | Partially developed, partially supported | Minimally developed, minimally supported |
| Vocabulary range | Broad | Adequate | Limited | Very limited |
| Vocabulary variety | Highly varied, non-repetitive | Varied, occasionally repetitive | Lacks variety, repetitive | Basic, memorized, highly repetitive |

Fall 2009 General Education Assessment Pilot Project

Information for participating instructors

Upon the recommendation of the St. Olaf Curriculum Committee, the Provost and Dean of the College has asked each department to participate in a small-scale pilot project assessing student learning in the General Education curriculum. The principal goal of the Fall 2009 GE Assessment pilot is to ***test an approach to mission-driven, meaningful, and manageable assessment of General Education***. At this point, we are *not* seeking to gather comprehensive data about the success of our program in accomplishing all its objectives; instead, we are seeking experience and feedback to help us develop a sustainable long-term program.

The project has been designed to require only one or two faculty members per department to contribute no more than 90 minutes of work over the course of the entire semester. ***The assessment approach relies on work that students and instructors are already doing in the course.*** Instructors are not being asked to develop surveys or design assignments solely for the purpose of gathering assessment evidence; instead, they are being asked to gather relevant evidence while grading students' work. The approach is also paperless; the brief reports to be prepared by participating instructors can be completed and submitted electronically.

Here is what participating instructors are being asked to do:

1. Determine which two or three intended learning outcomes you will report on for the GE requirement you are assessing. Each instructor is asked to gather evidence on at least two, but no more than three, of the intended learning outcomes (ILOs) associated with the GE requirement satisfied by his or her course. If your course meets more than one GE requirement, you only need to gather outcome evidence in relation to the requirement your department has been "assigned."

2. Determine which assignment(s) you will use as the basis of your assessment of students' learning outcomes. For each of the ILOs you are assessing, choose the assignment(s) or exam(s) that best reflect student learning in relation to that outcome. You might choose a single assignment that provides evidence of all the outcomes you are investigating; you might choose different assignments or exams for different outcomes; or you might rely on more than one assignment per outcome – whatever source(s) of student work will provide the best evidence of student learning in relation to each outcome.

3. Complete a worksheet for summarizing student outcomes for each outcome you are assessing while you are grading the relevant assignment(s) or exam(s). The ILO Inventory worksheet is a simple tool that allows an instructor to "isolate" information about a single outcome from the multiple outcomes that typically factor into a grade for an assignment. Each student's work in the relevant assignment(s) is rated "exemplary," "satisfactory," "emerging," or "not present" in relation to the intended learning outcome being assessed. The worksheet for the instructor's use only; it is not intended for submission with the course report.

4. Encourage your students to complete the GE Assessment questionnaire administered via Form Creator by the Office of Institutional Research and Evaluation. The purpose of the Form Creator survey is not to evaluate the instructor but rather to report on students' perceptions of their learning in relation to the targeted GE outcomes. The survey was developed by the faculty Curriculum Committee and is being administered to your students by IR&E. No work is required of instructors for this part of the project, apart from encouraging your students to participate and reflecting on your results in your assessment report (see #5 below).

5. Complete and submit an Instructor's GE Course Assessment Report as soon as you have reviewed the evidence from your ILO inventory worksheets and the Form Creator questionnaire administered to your students. The GE Course Assessment Report is a brief electronic form that includes (1) a summary of the results from each ILO Inventory you completed; (2) a brief (5-6 sentence) reflection on the significance of your Inventory and Form Creator questionnaire results for course content or instruction; and (3) feedback on the strengths and weaknesses of this approach for GE assessment in the future. We request that the report be submitted to the Assessment Subcommittee of the Curriculum Committee (assessment_subcomm@stolaf.edu).

Subcommittee of the Curriculum Committee (assessment-subcomm@stolaf.edu)
as soon as the evidence is compiled, but no later than **Friday, January 8, 2010**.

The Office of Institutional Research and Evaluation will summarize results from the instructors' reports and the Form Creator questionnaires for consideration by the Curriculum Committee. After additional consultation with the faculty, the Curriculum Committee will then develop a recommendation to the Provost and Dean of the College concerning future assessment of student learning in General Education.

If you have any questions about any part of the Fall 2009 General Education Assessment Pilot Project, please contact the Office of Institutional Research and Evaluation (ir-e-office@stolaf.edu) or the Assessment Subcommittee of the Curriculum Committee (assessment-subcomm@stolaf.edu). Thank you very much for your participation in this project.

Instructor's General Education Course Assessment Report

Before completing this report, please review the document Fall 2009 [General Education Assessment Pilot Project: Information for Participating Instructors](#).

Please submit this report by **Friday, January 8, 2010** via email to assessment-subcomm@stolaf.edu

Instructor:

Course number and title:

General education requirement for which you gathered evidence:

(Place an 'X' to the left of the GE you are assessing.)

| | | | | | | | |
|--|--------------|--|------------|--|------------|--|------------|
| | ALS-A | | EIN | | IST | | SPM |
| | ALS-L | | FOL | | MCD | | WRI |
| | AQR | | FYS | | MCG | | |
| | BTS-B | | HBS | | ORC | | |
| | BTS-T | | HWC | | SED | | |

Intended Learning Outcomes Inventory results

Intended learning outcome #1: (see <http://www.stolaf.edu/committees/curriculum/ge/index.html>)

Evidence (brief description of the student work you observed in order to assess the extent to which students accomplished this ILO):

Course-level ILO goal (brief description of the collective results you hoped to see in relation to this ILO, e.g., the percentage of students in the course who would demonstrate outcomes that were "satisfactory" or better):

Course-level ILO outcomes (number and percentage of students demonstrating each level of accomplishment):

| Exemplary | | Satisfactory | | Emerging | | Not Demonstrated | |
|------------------|---|---------------------|---|-----------------|---|-------------------------|---|
| # | % | # | % | # | % | # | % |
| | | | | | | | |

Intended learning outcome #2: (see <http://www.stolaf.edu/committees/curriculum/ge/index.html>)

Evidence (brief description of the student work you observed in order to assess the extent to which students accomplished this ILO):

Course-level ILO goal (*brief description of the collective results you hoped to see in relation to this ILO, e.g., the percentage of students in the course who would demonstrate outcomes that were “satisfactory” or better*):

Course-level ILO outcomes (*number and percentage of students demonstrating each level of accomplishment*):

| Exemplary | | Satisfactory | | Emerging | | Not Demonstrated | |
|-----------|---|--------------|---|----------|---|------------------|---|
| # | % | # | % | # | % | # | % |
| | | | | | | | |

Intended learning outcome #3 (if applicable): (see <http://www.stolaf.edu/committees/curriculum/ge/index.html>)

Evidence (*brief description of the student work you observed in order to assess the extent to which students accomplished this ILO*):

Course-level ILO goal (*brief description of the collective results you hoped to see in relation to this ILO, e.g., the percentage of students in the course who would demonstrate outcomes that were “satisfactory” or better*):

Course-level ILO outcomes (*number and percentage of students demonstrating each level of accomplishment*):

| Exemplary | | Satisfactory | | Emerging | | Not Demonstrated | |
|-----------|---|--------------|---|----------|---|------------------|---|
| # | % | # | % | # | % | # | % |
| | | | | | | | |

Reflection on your results

1. **Please write a brief statement about the practical significance of the above results for this course.** How did the actual ILO outcomes compare to the ILO goals you had established? What changes, if any, might you consider if any of your goals were not reached? If the outcomes exceeded any of the goals, what practices are you likely to continue in order to sustain these results?
2. **Please write a brief statement about the results of the GE Assessment questionnaire administered to your students via Form Creator.** To what extent did students' perceptions comport with what you observed in their work? Were there patterns in their responses that might affect the way you teach this course, or other courses meeting this same GE requirement, in the future?

Feedback on this approach to assessing GE learning outcomes

1. **To what extent was this approach to GE assessment both meaningful and manageable?** Consider the *amount of time you spent* (over and above the grading which you would have done anyway) in relation to *what you learned* from completing the "Intended Learning Outcomes Inventory" and reviewing the results of the GE Assessment questionnaire administered to your students.
2. **What recommendations do you have for the Curriculum Committee regarding a longer-term approach to assessing General Education learning outcomes?** The Curriculum Committee's goal is to sustain the vitality and integrity of the GE curriculum through meaningful and manageable assessment. Should the Committee implement a process that resembles what you did in this pilot project? If so, how can the process be improved? If not, what alternative approach do you suggest? Irrespective of the particular approach you prefer, how often should we gather evidence of student learning outcomes in GE courses, for how many requirements at a time, and in how many courses, in order to accomplish the goal described above?

Rubric for Evaluating an Individual Assessment Instrument

Name of instrument:

I. Descriptive information

Learning focus: *What intended learning outcome(s) is the instrument intended to measure?*

Dimensions: *What aspects of each learning outcome is it intended to measure (e.g., knowledge, attitudes, experiences, behaviors, etc.)?*

Origins: *Who developed it and how?*

Administrators: *Who administers it (company, non-profit, the school itself)?*

Administration context: *Is the instrument embedded within a course, administered centrally, or used in some other way? Are incentives anticipated?*

Sample: *Who can complete it (first-years, seniors, any class, etc.)?*

Item types: *Are items multiple-choice, short-answer, essay, rating scales, performance tasks, or a combination?*

Performance vs. perceptions: *Does the instrument provide direct measures of what students know/can do, or indirect measures based on self-reporting and perceptions?*

Customization: *Can institutions add their own items?*

Technology: *How is it completed (paper, on-line, either)? What platforms are required?*

Completion time: *How long does it take to complete it?*

Testing window: *When and how often can it be administered?*

Cost: *What does it cost per administration?*

Reports: *Who does the scoring? How is it scored? How are results reported (simple frequencies and percentages, indexes, benchmarks)?*

Data files and security: *Are raw data files returned to the institution? Are the data identifiable so a student's results can be linked with other information about that student? To what extent, and how, is data security maintained?*

Comparisons: *Do institutions receive aggregated data from other institutions? Can they request specific comparison groups? Can the instrument be used to track changes in student outcomes over time?*

Additional information:

II. Evaluation criteria

For each of the characteristics listed below, mark the box that indicates your evaluation of the quality of the instrument with respect to that characteristic. If you wish, add comments in the box (or on the reverse) to explain why you evaluated the instrument in this way.

| <i>Instrument characteristics</i> | Excellent (2) | Satisfactory (1) | Poor (0) |
|--|----------------------|-------------------------|-----------------|
| Mission synergy: The instrument measures outcomes appropriate to the mission of the institution and/or program being assessed | | | |
| Conceptual alignment: The definition of the outcome implicit in the instrument fits the definition of the outcome by the institution or program | | | |
| Credibility: The instrument answer questions posed by faculty and administrators in ways they are likely to find meaningful and persuasive | | | |
| Validity and reliability: The instrument measures what it claims to measure and results are consistent over time when the conditions are consistent | | | |
| Manageability: The instrument can be administered with reasonable institutional effort | | | |
| Representativeness: Recruitment of participants yields representative data | | | |
| Actionability: Faculty can use what is learned from the instrument to improve curriculum and instruction and to strengthen student learning | | | |
| Cost-effectiveness: The cost of collecting and analyzing the data is commensurate with the knowledge gained | | | |
| Sustainability: There is institutional support (staff, funds, time) to continue this assessment in a reasonable manner. | | | |
| Other characteristic(s) (<i>describe</i>): | | | |
| Overall quality: Viewed holistically, the instrument supports mission-driven, meaningful, and manageable assessment | | | |

Rubric for Comparing Multiple Assessment Instruments

I. Summary of descriptive information

| | <i>Instruments</i> | | |
|------------------------------------|----------------------|----------------------|----------------------|
| | <i>Instrument #1</i> | <i>Instrument #2</i> | <i>Instrument #3</i> |
| Learning focus | | | |
| Dimensions | | | |
| Origins | | | |
| Administrators | | | |
| Administration context | | | |
| Sample | | | |
| Item types | | | |
| Performance vs. perceptions | | | |
| Customization | | | |
| Technology | | | |
| Completion time | | | |
| Testing window | | | |
| Cost | | | |
| Reports | | | |
| Data files/security | | | |
| Comparisons | | | |
| Additional info | | | |

II. Summary of evaluative information

Complete the table below by entering the score you assigned to each characteristic for each of the assessment instruments you have evaluated using the “Rubric for Evaluating Individual Instruments,” and then summing the results for each column. A characteristic you rated as “Excellent” receives a score of 2; “Satisfactory” a score of 1; and “Poor” a score of 0.

Variation: If your institution places a particularly high value on one or more of the characteristics listed below (e.g., sustainability), you can adjust for that by “weighting” that characteristic. For example, you could double the point value for an “Excellent” or “Satisfactory” rating on that characteristic.

Instruments

| <i>Characteristics</i> | <i>Instrument #1</i> | <i>Instrument #2</i> | <i>Instrument #3</i> |
|-----------------------------|----------------------|----------------------|----------------------|
| Mission synergy | | | |
| Conceptual alignment | | | |
| Credibility | | | |
| Validity/reliability | | | |
| Manageability | | | |
| Representativeness | | | |
| Actionability | | | |
| Cost-effectiveness | | | |
| Sustainability | | | |
| Other | | | |
| Overall quality | | | |

Sum of scores: _____

Comments: