



Leveraging LEAP to Enhance Assessment

*Jo Beld
Director of Evaluation and Assessment
St. Olaf College*

beld@stolaf.edu
<http://www.stolaf.edu/offices/ir-e/assessment/>

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The Essential Learning Outcomes



Beginning in school, and continuing at successively higher levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

★ Knowledge of Human Cultures and the Physical and Natural World

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Focused by engagement with big questions, both contemporary and enduring

★ Intellectual and Practical Skills, including

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

★ Personal and Social Responsibility, including

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Anchored through active involvement with diverse communities and real-world challenges

★ Integrative and Applied Learning, including

- Synthesis and advanced accomplishment across general and specialized studies

Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems

Note: This listing was developed through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accreditation requirements for engineering, business, nursing, and teacher education. The findings are documented in previous publications of the Association of American Colleges and Universities: *Greater Expectations: A New Vision for Learning as a Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see www.aacu.org/leap.



Essential Learning Outcomes Assessment Questionnaire – Seniors

St. Olaf College Office of Institutional Research and Evaluation

As administered on Form Creator to graduating seniors – Spring 2012

This questionnaire focuses on your experiences, understandings, and future aspirations regarding the "essential learning outcomes" of a college education. Your thoughtful responses will help you reflect on these important goals, and will help the St. Olaf faculty sustain what St. Olaf is doing well and strengthen what we need to do better. The questionnaire consists mainly of multiple-choice or short-answer questions, with one open-ended question at the end. It should require no more than 30 minutes to complete, but there is no time limit, so please take your time and respond as thoughtfully as you can. One precaution: Once you begin completing the questionnaire in Form Creator, you will need to submit it within two hours, or the system will log you out and your initial responses will be lost. Feel free to prepare your response to the essay question in a separate document and then copy and paste it into the appropriate answer box on the form. There is no word limit on your essay response. Thank you for your participation - we look forward to reading your responses!

- 1. If you could design your ideal professor, what qualities would he or she have? What would this professor DO to help students learn?** Consider class time, assignments, responses to student work, conversations with students outside of class, and any other teaching practices that are important to you.

The "essential learning outcomes" of a college education involve a wide array of skills and abilities. In Questions 2-5, please tell us about your learning experiences at St. Olaf in relation to each outcome.

- 2. How often during college did you work on developing each of the following *intellectual and practical skills*?**

Frequently/ Sometimes/ Rarely/ Never/ I'm not sure what this means

Careful reading
Critical thinking
Creative thinking
Understanding and using quantitative information
Information literacy and research skills

- 3. How often during college did you work on developing each of the following *communication and collaboration skills*?**

Frequently/ Sometimes/ Rarely/ Never/ I'm not sure what this means

Effective writing
Effective speaking
Teamwork
Problem-solving

4. How often during college did you work on developing each of the following skills for *personal and social responsibility*?

Frequently/ Sometimes/ Rarely/ Never/ I'm not sure what this means

Local civic knowledge and engagement
Global civic knowledge and engagement
Intercultural knowledge and competence
Ethical reasoning and action
A sense of vocation

5. How often during college did you work on developing each of the following *skills for advanced learning*?

Frequently/ Sometimes/ Rarely/ Never/ I'm not sure what this means

Intellectual curiosity and initiative
Integrative thinking
The ability to apply your knowledge to new situations or problems

These "essential learning outcomes" may be important in different ways after you graduate from college. Imagine yourself five years from now, and think about how each of these abilities might play a role in your life. Do you see yourself using them mainly in your professional work, mainly in your community (volunteer organizations, faith community, political involvement, etc.), mainly in your personal life (friends, family, leisure, etc.), across all your roles, or not much at all?

11. How are you most likely to be using each of the following *intellectual and practical skills* five years from now?

Mainly in my profession/ Mainly in my community life/ Mainly in my personal life/ Across all my roles/ Not much at all

Careful reading
Critical thinking
Creative thinking
Understanding and using quantitative information
Information literacy and research skills

12. How are you most likely to be using each of the following *communication and collaboration skills* five years from now?

Mainly in my profession/ Mainly in my community life/ Mainly in my personal life/ Across all my roles/ Not much at all

Effective writing
Effective speaking
Teamwork
Problem-solving

13. How are you most likely to be using each of the following *skills for personal and social responsibility* five years from now?

Mainly in my profession/ Mainly in my community life/ Mainly in my personal life/ Across all my roles/ Not much at all

Local civic knowledge and engagement
Global civic knowledge and engagement
Intercultural knowledge and competence
Ethical reasoning and action
A sense of vocation

14. How are you most likely to be using each of the following *skills for advanced learning* five years from now?

Mainly in my profession/ Mainly in my community life/ Mainly in my personal life/ Across all my roles/ Not much at all

Intellectual curiosity and initiative

Integrative thinking

The ability to apply your knowledge to new situations or problems

15. Sometimes we have one-time learning experiences that are very powerful and memorable, but most of our learning involves many experiences over a longer period of time. When you are in a longer-term learning situation, such as a semester- or year-long course, how do you know you are learning? Select the type of evidence that is most meaningful to you:

Good grades

Written comments from one or more of my teachers

Verbal comments from one or more of my teachers

Results from rubrics used by one or more of my teachers to evaluate my work

My ability to understand readings, prepare for tests, and/or complete assignments
more easily than I could previously

My tendency to think, read, or talk about the subject even when I don't have to
for a class or assignment

Other [see next item]:

16. If you selected "other" in the previous question, please describe briefly.

17. As you have been thinking about and preparing for your life after college, what have you been most *uncertain or concerned about* (academically or otherwise)?

18. What are you *looking forward to* the most during your first year out of college (again, academically or otherwise)?

Supplemental questions

Students were randomly assigned one of five open-ended questions:

1. Soon – if you haven't already – you will be applying for a full-time job. Write a paragraph that explains to your prospective employer the abilities and values you would bring to the workplace as a result of your St. Olaf experience. Include examples of the kinds of evidence you expect you would be able to provide, to convince your employer that you actually have these abilities and values. If you have recently applied for a specific position, feel free to paraphrase or amplify what you actually said in your application.
2. What were your most significant co-curricular activities (such as student organizations, performing arts, spiritual or faith development activities, or volunteer or community work) during your time at St. Olaf? How did these experiences enhance your learning and personal development? Were you able to connect your co-curricular learning to your academic coursework, and if so, how? In what ways, if any, did your co-curricular experiences enhance your preparation for life after St. Olaf?

3. What experiential learning opportunities (such as study abroad, internships, research with a faculty member, participation in a domestic off-campus program, or coursework that includes a community-based project), if any, did you engage in during your time at St. Olaf? How did these experiences contribute to your learning and personal development? Were you able to connect these experiences to your other academic coursework, and if so, how? In what ways, if any, did these experiences enhance your preparation for life after St. Olaf?
4. St. Olaf is committed to helping students develop the ability to plan thoughtfully both during and after their college years. What resources (people, information sources, offices, etc.) have you used during your time at St. Olaf to help you choose courses, decide among various co-curricular activities, and apply for graduate school and/or jobs? What are your strengths and weaknesses as a planner?
5. It is tempting to see a college's General Education requirements as nothing more than a series of hoops to jump through on your way to your major. Yet your General Education courses will account for about one-third of the courses on your transcript by the time you graduate. Thinking about your General Education program as a whole, what were the most important outcomes of your GE course work? In what ways, if any, were your GE courses connected to your major(s) and any concentrations you completed? What advice would you give to an incoming first-year student about how to create a General Education experience that is coherent, meaningful, and connected to her other courses – in other words, to make sure it's not just a list of degree requirements to check off?

Essential Learning Outcomes for College Students in the 21st Century

Knowledge of human cultures and the physical and natural world

- Thorough study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

Intellectual and practical skills

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

Personal and social responsibility

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

Integrative learning

- Synthesis and advanced accomplishment across general and specialized studies

Association of American Colleges and Universities
<http://www.aacu.org/leap/vision.cfm>

During your time at St. Olaf, you will have many choices to make – which courses to take, which major to complete, whether to study off-campus, which organizations to support, and which friendships to nurture, to name just a few. No two students will experience St. Olaf in exactly the same way! But we hope that ALL of you will develop a common set of important skills and abilities, or “essential learning outcomes,” whatever the experiences and activities you choose. You can see a list of these essential outcomes on the opposite page.

In order to track student progress in achieving these outcomes at St. Olaf, we need to know where you are at the beginning of your college experience. This information also helps faculty and staff make good decisions about curriculum requirements, course content, assignments, grading, advising, and student life.

Time has been set aside during Week One for all first-year students to complete an assessment activity focused on one or more of these essential learning outcomes. Different students have been randomly assigned to different activities. The amount of time you will need, and the location of your activity, will depend on the activity to which you’ve been assigned. However, **all assessment activities are designed to be completed on Monday, September 7 between 1:00 and 5:00 pm; there is plenty of time both to meet with your faculty advisor and to complete your assigned activity either beforehand or afterward.**

You will receive specific information about your particular assessment activity, including what the activity involves, how much time you will need, and where to go if it is in a specific location, in an email from the Associate Dean for First-Year Students, Rosalyn Eaton-Neeb, to your St. Olaf email address. **Check your St. Olaf email inbox for a message from Rosalyn Eaton-Neeb with the subject line “Instructions for your assessment activity on Monday, September 7.”** This email should tell you everything you need to know!

If you have any questions or concerns about Week One assessment activities, or if you accidentally delete your email message from Dean Eaton-Neeb, please contact Dr. Jo Beld, Director of Evaluation and Assessment at St. Olaf (beldj@stolaf.edu, x3910). Dr. Beld will be available by telephone and email all day on September 7 to answer your questions or provide any other help you may need. Thank you in advance for your thoughtful participation!

Sincerely,

Rosalyn Eaton-Neeb, Associate Dean for First-Year Students

Vicki Harper, Associate Professor of Philosophy and Chair of the faculty Assessment Subcommittee

Taylor Brorby, President, St. Olaf Student Government Association

Jo Beld, Professor of Political Science and Director of Evaluation and Assessment

Essential Learning Outcomes Assessment Questionnaire
Responses of First-year and Senior Students to Closed-Ended Items
Fall 2009 and Spring 2010 Results

During Fall 2009 and Spring 2010, each first-year and senior student was asked to participate in one of several assessment activities focused on the “[essential learning outcomes](#)” of a liberal education as identified by the [Association of American Colleges and Universities](#). 477 students in the Class of 2013 (91% of those invited to participate) and 319 students in the Class of 2010 (74% of those invited to participate) completed the Essential Learning Outcomes Assessment, a reflective questionnaire developed by St. Olaf faculty and staff focused on students’ prior experiences, current perceptions, and future priorities in relation to these outcomes. Below are results for the closed-ended items on the questionnaire, rank-ordered within each table by the mean responses of the senior students to each item.

Intellectual and practical skills

Table 1. How often during high school (FY)/college (SR) did you work on developing each of the following *intellectual and practical skills*?

	Frequently		Sometimes		Rarely		Never		I'm not sure what this means	
Skills	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
Critical thinking	66%	83%	31%	15%	3%	2%	0%	0%	0%	0%
Information literacy and research skills	36%	57%	50%	39%	13%	4%	0%	0%	1%	0%
Careful reading	50%	58%	43%	36%	7%	6%	1%	0%	0%	0%
Creative thinking	42%	47%	48%	47%	10%	6%	0%	0%	0%	0%
Understanding and using quantitative information	46%	52%	42%	32%	7%	12%	0%	1%	4%	3%

Communication and collaboration skills

Table 2. How often during high school (FY)/college (SR) did you work on developing each of the following *communication and collaboration skills*?

	Frequently		Sometimes		Rarely		Never		I'm not sure what this means	
Skills	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
Effective writing	70%	72%	26%	25%	4%	3%	0%	0%	0%	0%
Problem-solving	60%	56%	36%	36%	3%	6%	1%	1%	0%	0%
Teamwork	47%	46%	43%	47%	9%	7%	1%	0%	0%	0%
Effective speaking	26%	36%	48%	47%	25%	15%	1%	1%	0%	0%

Skills for personal and social responsibility

Table 3. How often during high school (FY)/college (SR) did you work on developing each of the following skills for personal and social responsibility?

	Frequently		Sometimes		Rarely		Never		I'm not sure what this means	
Skills	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
Ethical reasoning and action	35%	48%	42%	44%	18%	7%	4%	1%	1%	0%
Intercultural knowledge and competence	26%	47%	45%	41%	25%	11%	3%	1%	1%	0%
Global civic knowledge and engagement	20%	31%	51%	51%	25%	16%	3%	2%	2%	1%
A sense of vocation	18%	32%	44%	47%	24%	15%	6%	3%	9%	2%
Local civic knowledge and engagement	18%	18%	49%	52%	27%	25%	3%	5%	3%	1%

Skills for advanced learning

Table 4. How often during high school (FY)/college (SR) did you work on developing each of the following skills for advanced learning?

	Frequently		Sometimes		Rarely		Never		I'm not sure what this means	
Skills	FY	SR	FY	SR	FY	SR	FY	SR	FY	SR
The ability to apply your knowledge to new situations or problems	47%	69%	43%	28%	8%	3%	1%	0%	0%	0%
Intellectual curiosity and initiative	51%	66%	39%	31%	8%	3%	1%	0%	1%	0%
Integrative thinking	38%	68%	45%	25%	9%	3%	0%	0%	8%	3%

Study Abroad Learning Assessment

Administered in Spring 2011 to all students who participated in a Fall 2010 or Interim 2011 study abroad program (N=695)

Respondents: N=213 (31% completion rate)

This ten-minute questionnaire has two purposes: (1) to help you reflect on the contribution of your recent study abroad experience to your learning, personal development, and future plans, and (2) to help St. Olaf faculty and staff evaluate the quality and impact of the international programs offered by the College. Different programs have different academic goals, so some of the areas of learning described in this questionnaire may not be relevant to your particular program; please indicate “not applicable” where appropriate. Your responses are anonymous and will not affect your academic record or your relationship with St. Olaf. Thank you for your help!

1. In which of the following did you participate?

- | | |
|--|------------|
| <input type="radio"/> An Interim-only course | 78% |
| <input type="radio"/> Semester-long program with a St. Olaf field supervisor | 9% |
| <input type="radio"/> Other semester-long program | 13% |

2. Please identify the specific program in which you participated:

3. How did you apply the credits you earned in your program? Check all that apply:

- | | |
|---|------------|
| <input type="checkbox"/> Credit toward a major or concentration | 47% |
| <input type="checkbox"/> Credit toward one or more General Education requirements | 43% |
| <input type="checkbox"/> Elective credit | 46% |

4. Prior to your participation in your study abroad program, how many courses did you complete that were directly relevant to the program you chose? Consider foreign language courses, courses that introduced you to the area of the world where you studied, or courses that addressed specific topics or subject matter that you studied while you were abroad.

- | | |
|---------------------------------|------------|
| <input type="radio"/> 0 | 17% |
| <input type="radio"/> 1 | 24% |
| <input type="radio"/> 2 | 19% |
| <input type="radio"/> 3 or more | 40% |

5. To what extent did your study abroad experience enhance your knowledge about a region of the world beyond the United States? Please indicate the contributions of this program to your knowledge of:

Responses: Considerable (4); Moderate (3); Modest (2); Very little (1); Not applicable (0)

- | | |
|--|-------------|
| Social, political, or economic characteristics of another country | 3.59 |
| Literature, the arts, or other forms of creative expression in another country | 3.14 |
| World views, values, and/or religious beliefs in another country | 3.51 |
| Contemporary issues or problems in another country | 3.51 |
| Strengths and accomplishments of another country | 3.42 |

Connections between past and present in another country	3.61
The relationship between people and the environment	3.03
Specific examples of global interconnectedness	3.08

6. To what extent did your study abroad experience affect your perspective on the United States? Please indicate the contributions of this program to:

Responses: Considerable (4); Moderate (3); Modest (2); Very little (1); Not applicable (0)

Your ability to describe similarities and differences between your own culture and another culture	3.58
Your ability to analyze and explain similarities and differences between your own culture and another culture	3.49
Your understanding of the ways the United States affects, and is affected by, other parts of the world	3.23
Your ability to see the United States from the perspectives of people elsewhere in the world	3.38
Your own evaluation of the strengths and limitations of U.S. culture, politics, economics, social relationships, or other features of contemporary U.S. life	3.39

7. To what extent did your study abroad experience contribute to your general intellectual skills and abilities? Please indicate the contributions of this program to your proficiencies in the following areas:

Responses: Considerable (4); Moderate (3); Modest (2); Very little (1); Not applicable (0)

Careful reading	2.62
Critical thinking	3.20
Effective writing	2.68
Effective speaking and listening	3.28
Research proficiency	2.42
Foreign language proficiency	2.72
Ethical reasoning	2.87
Integrative thinking	3.25

8. To what extent did your study abroad experience contribute to the following aspects of your personal development? Please indicate the contributions of this program to your:

Responses: Considerable (4); Moderate (3); Modest (2); Very little (1); Not applicable (0)

Independence and initiative	3.52
Self-understanding	3.41

Ability to collaborate with others	3.35
Ability to learn from people who are different from you	3.50
Ability to adapt to unfamiliar or ambiguous situations	3.75
Intellectual curiosity	3.54
Ability to apply knowledge to new problems or situations	3.36
Ability to evaluate your own views and values	3.41

9. Now that you have returned to campus, which of the following have you done or do you expect to do prior to graduation from St. Olaf?

Responses: Have already done (4); Plan to do (3); Not sure (2); Will not do (1)

Follow news reports about the country/countries where you studied	3.37
Follow news reports about international issues more generally	3.35
Use what you learned abroad in an on-campus course assignment	3.27
Choose a course that relates in some way to your study abroad experience	2.85
Change or add a major or concentration as a result of your study abroad experience	1.55
Investigate future opportunities to study abroad	3.10
Investigate graduate or professional school options that would build on your study abroad experience	2.53
Investigate career opportunities that would build on your study abroad experience	2.64

10. To what extent, if any, has your study abroad experience informed or enriched the following areas of your life?

Responses: Considerable (4); Moderate (3); Modest (2); Very little (1); Not applicable (0)

Your understanding of a specific field of study (e.g., history, music, economics, environmental studies, literature, etc.)	3.42
Your lifestyle choices (food, clothing, resource use, entertainment, etc.)	2.78
Your friendships	3.19
Your volunteer or service commitments	2.27
The knowledge, skills and experiences you can offer an employer	3.04
Your moral beliefs and/or religious values	2.54
Your sense of vocation or life purpose	2.78
Your sense of your place in the world	3.16

11. Please provide a specific example of something you learned from your study abroad experience that you probably could not have learned on campus, and explain how you learned it.¹

<i>Self-awareness</i>	17%
<i>Increased subject matter understanding</i>	28%
<i>Cultural awareness</i>	40%
<i>Skill acquisition</i>	14%
<i>No response</i>	28%

12. What changes in your study abroad program, if any, would you recommend to help future students learn even more?¹

<i>No changes needed</i>	13%
<i>Take more complementary classes</i>	8%
<i>Course content</i>	32%
<i>More assistance from St. Olaf</i>	5%
<i>No response</i>	28%

13. If you wish, please elaborate on any of the responses you provided to Questions 5-10, or say anything else you'd like to say about your learning in your study abroad program.¹

<i>General affirmations</i>	13%
<i>Personal development</i>	14%
<i>No response</i>	73%

14. This is the first time we have used this questionnaire. Please comment on your experience in completing it: Did it help you reflect on your learning? Are there aspects of your learning that it did not address? What changes, if any, do you recommend if we use the questionnaire again?¹

<i>Good instrument</i>	9%
<i>Suggestions for improvement</i>	14%
<i>Good tool for reflection</i>	15%
<i>No response</i>	62%

Thank you very much for your participation!

¹ Percentages may total to more than 100% because many respondents referenced more than one topic in their comments.

This ten-minute questionnaire has two purposes: (1) to help you reflect on the contribution of your interdisciplinary concentration to your learning, personal development, and future plans, and (2) to help St. Olaf faculty evaluate, sustain, and strengthen the quality and impact of the interdisciplinary programs offered by the College. Different concentrations have different academic goals, so some of the areas of learning described in this questionnaire may not be relevant to your particular concentration; please indicate "not applicable" where appropriate. Your responses are anonymous and will not affect your academic record or your relationship with St. Olaf. Thank you for your help!

1. Why did you decide to pursue this interdisciplinary concentration(s)?

2. Please identify the majors you are completing in addition to your interdisciplinary concentration(s):

3. To what extent has your concentration enhanced the following areas of your knowledge in relation to the subject matter of the concentration?

	Considerably	Quite a bit	Modestly	Very little	Not applicable
Factual Information	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Terms, Concepts, and Theories	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
How to apply methods of investigation from one or more areas of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Contemporary Issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Historical Patterns or Significant Events	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse Perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. To what extent has your concentration contributed to the following general intellectual proficiencies?

	Considerably	Quite a bit	Modestly	Very little	Not applicable
Careful reading	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Effective speaking and listening	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language proficiency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethical reasoning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrative thinking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. To what extent has your concentration enhanced your ability to:

	Considerably	Quite a bit	Modestly	Very little	Not applicable
Integrate ideas and information from more than one field of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate ideas and information from different courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate learning from off-campus and on-campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

experiences	~	~	~	~	~
Identify similarities and differences among various phenomena or perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conduct imaginative and systematic research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a foreign language to learn about a culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Learn how to learn	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply knowledge or skills developed in your concentration to other courses or fields of study	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. To what extent has your concentration contributed to the following aspects of your personal development?

	Considerably	Quite a bit	Modestly	Very little	Not applicable
Independence and initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to collaborate with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn from people who are different from you	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to adapt to unfamiliar or ambiguous situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual curiosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to apply knowledge to new problems or situations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to evaluate your own views and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7. Which of the following have you done or plan to do?

	Have already done	Plan to do	Not sure	Will not do
Follow news reports about the topics you have studied in your concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use something you have learned in your concentration to complete an assignment in one or more courses outside your concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Choose a course from outside your concentration that relates in some way to the courses within your concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate graduate or professional school options that would build on your concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Investigate career opportunities that would build on your concentration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Apply what you have learned in your concentration to your role as a citizen or member of the community beyond St. Olaf	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How does your concentration fit with your other academic studies (your major(s), your General Education courses, etc.)?

9. One of the major goals of an interdisciplinary concentration is to foster the ability to integrate ideas and information from different courses, fields of study, or learning experiences. If this has occurred for you, please provide an example of a time when you engaged in this kind of integration. What aspect of your concentration helped you develop this ability?

10. If you wish, please elaborate on any of the responses you provided above, or say anything else you'd like to say about your learning in your concentration.

Arctic Ecosystems Knowledge and Attitudes Questionnaire

Post-Field Experience – *Planned for Summer 2012*

The purpose of this fifteen-minute assessment questionnaire is to learn about the impact of your Polaris Project summer field experience in Siberia on your learning, attitudes, and future plans. As indicated in the Polaris Project statement you received, this information is being gathered by Dr. Jo Beld at St. Olaf College as part of the evaluation of the grant from the National Science Foundation that is supporting the Polaris field course. The questionnaire asks you to provide your name, but this is for tracking purposes only. The Polaris faculty will not see your individually-completed survey. Results will be compiled for the group as a whole, and all identifying information will be removed from all reports, papers, and presentations that reference the findings.

1. **What is your full name (first name, middle initial, last name)?** (Reminder - this information is for tracking purposes only; your name will not be shared with the Polaris faculty). *[Open-ended]*
2. **Which of the following learning experiences have you had?** *Check all that apply:*
 - ☐ Completed a course with significant content about arctic ecosystems
 - ☐ Completed a course with significant content about climate change
 - ☐ Completed a course with significant content about the nature of scientific research
 - ☐ Worked on a major laboratory- or field-based research project in the natural sciences
 - ☐ I have not had any of the above experiences
3. **How much do you know about contemporary research and scholarship on arctic ecosystems?**
Response options: Nothing; A little; A moderate amount; A great deal
4. **Please provide a brief but specific example of findings from contemporary arctic ecosystem research and scholarship.** *[Open-ended]*
5. **How much do you know about climate change in arctic ecosystems?**
Response options: Nothing; A little; A moderate amount; A great deal
6. **Please provide a brief but specific example of scientific knowledge concerning climate change in arctic ecosystems.** *[Open-ended]*
7. **How much do you know about how scientists conduct research on arctic ecosystems?**
Response options: Nothing; A little; A moderate amount; A great deal
8. **Please provide a brief but specific example of the way scientists conduct research on arctic ecosystems.** *[Open-ended]*
9. **How much do you know about the use of concepts, theories or research methods from more than one field of study (e.g., chemistry, biology, physics, geology, geography, environmental studies, etc.) to advance understanding of arctic ecosystems?**
Response options: Nothing; A little; A moderate amount; A great deal

10. **Please provide a brief but specific example of interdisciplinary approaches to the study of arctic ecosystems.** *[Open-ended]*

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

Response options: Strongly disagree; Disagree; Agree; Strongly Agree

- a. Skillful researchers know the best way to approach any research question.
- b. When two researchers disagree, one of them must be wrong.
- c. Successful researchers understand things quickly.
- d. Careful researchers can ultimately get to the truth.
- e. If a researcher cannot understand something within a short amount of time, she should keep on trying.
- f. Good research yields clear results; poor research yields ambiguous results.
- g. When it comes to research, some people are just naturally better at it than others.

12. **Which of the following have you experienced since you completed the Polaris summer field course?** *Check all that apply:*

- ☐ I am more likely to follow news stories about arctic ecosystems and/or climate change
- ☐ I have a better understanding of the issues in news stories about arctic ecosystems and/or climate change
- ☐ I am more likely to bring up recent news about arctic ecosystems and/or climate change in conversations with other people
- ☐ I am continuing my undergraduate studies, and I hope to take another course, write a paper, or do a project that would build on what I learned in the Polaris field course
- ☐ I am investigating options for graduate study that would build on what I learned in the Polaris field course
- ☐ I have a better understanding of career opportunities related to arctic ecosystems and/or climate change
- ☐ My interest in pursuing a career related to arctic ecosystems and/or climate change has been stimulated, strengthened, or made more informed
- ☐ I have a better understanding of the potential contributions of international collaborations to arctic ecosystems research
- ☐ I have a deeper appreciation for the importance of public opinion concerning arctic ecosystems and/or climate change
- ☐ I know more about how to share information effectively with others concerning arctic ecosystems and/or climate change

13. **Please choose one of the areas you checked above, and explain your experience in greater detail.** *[Open-ended]*

14. **To what extent has your Polaris field experience contributed to the following general intellectual proficiencies?**

Responses: Considerably; Quite a bit; Modestly; Very little; Not applicable

Critical thinking

Creative thinking

Effective writing
 Effective speaking and listening
 Understanding and using quantitative information
 Understanding primary scientific literature
 Conducting scientific research in the field and/or in the laboratory
 Intercultural knowledge and competence
 Integrative thinking

15. To what extent has your Polaris field experience contributed to the following aspects of your personal development?

Responses: Considerably; Quite a bit; Modestly; Very little; Not applicable

Intellectual curiosity
 Independence and initiative
 Problem-solving
 Self-understanding
 Ability to collaborate with others
 Ability to learn from people who are different from you
 Ability to adapt to unfamiliar or ambiguous situations
 Ability to apply knowledge to new problems or situations
 Ability to evaluate your own views and values

16. As you look back on your Polaris Project field experience, what would you say was its most important impact on your knowledge, attitudes, and/or future plans? The impact need not involve a change of some sort; if the experience strengthened or deepened something for you, and that was its most important effect, feel free to describe that.

[Open-ended]

17. As you think about your response to the preceding question, what aspect(s) of the Polaris summer field experience were most important in bringing about the effects you described? *[Open-ended]*

18. Do you have any suggestions for making the Polaris Project summer field experience a more powerful learning experience for future students? *[Open-ended]*

19. If there's anything else you'd like to say about the impact of your Polaris experience on your learning and personal development, please share it below: *[Open-ended]*



Alumni Survey

Welcome to the **HEDS Alumni Survey**. We appreciate your willingness to participate.

This 15-minute survey is designed to assess the long-term impact of your undergraduate education. The survey asks about your experiences both during your undergraduate years and during the years since you have graduated.

Your participation is completely voluntary, and there are no penalties if you decide not to participate or if you choose to skip any questions. All of your responses are strictly confidential. At no time will your response to any question be publicly linked with your name or with any other identifying information. For most of the questions below, you will be asked to select the response that best represents your experiences or opinions. A few questions will ask you to "check all that apply." Additional questions will ask for a brief response in your own words.

1. In what year did you complete your undergraduate degree? _

2. Please indicate whether each of the following describes your current primary activity:

	Does not apply	Applies
Employment full-time	<input type="checkbox"/>	<input type="checkbox"/>
Employment part-time	<input type="checkbox"/>	<input type="checkbox"/>
Employment multiple jobs	<input type="checkbox"/>	<input type="checkbox"/>
Graduate/professional school full-time	<input type="checkbox"/>	<input type="checkbox"/>
Graduate/professional school part-time	<input type="checkbox"/>	<input type="checkbox"/>
Military service	<input type="checkbox"/>	<input type="checkbox"/>
Not employed, but seeking employment, admission to graduate school, or other opportunity	<input type="checkbox"/>	<input type="checkbox"/>
Not employed by choice (homemaker, volunteer, traveling, etc.)	<input type="checkbox"/>	<input type="checkbox"/>

3. Please indicate your plans for each of the following degrees:

	Do not plan to pursue	Degree received	Currently enrolled or working toward	Degree you hope to attain
Second bachelor's degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master's degree (e.g., MA, MSW, MBA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Doctoral degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional degree (e.g., JD, MD)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other degree	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



13. What was the field of study of your undergraduate major(s)? (Check all that apply)

- ☐ Fine Arts
- ☐ Humanities
- ☐ Social Sciences
- ☐ Natural Sciences/Mathematics and Computer Science
- ☐ Business and Management
- ☐ Education
- ☐ Engineering
- ☐ Nursing
- ☐ Other: _

14. To what extent did your experience as an undergraduate contribute to your knowledge, skills, and personal development in the following areas?

	Very little	Somewhat	Sufficiently	Considerably
Careful reading: Comprehension and analysis of written texts within and across genres.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Critical thinking: Examination of ideas, evidence, and assumptions before accepting or formulating a conclusion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Creative thinking: Developing or combining ideas, images, or expertise in innovative ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information literacy: Locating, evaluating, and using information effectively and responsibly for a particular purpose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quantitative literacy: Seeking, understanding, and using quantitative information appropriately to solve problems or make arguments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective writing: Conveying accurate and compelling content in clear, expressive, and audience-appropriate prose.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Effective speaking: Conveying accurate and compelling content in clear, expressive, and audience-appropriate oral presentations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teamwork: Contributing to a team, facilitating the work of team members, and fostering a constructive team climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Problem solving: Designing, evaluating and implementing a strategy to answer questions or achieve a goal.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



	Very little	Somewhat	Sufficiently	Considerably
Civic engagement: Promoting the quality of life in a community, through both political and non-political processes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural knowledge and competence: Information, skills, and commitments that support effective and appropriate interactions in a variety of cultural contexts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical reasoning: Recognizing ethical issues, examining different ethical perspectives, and considering the ramifications of alternative actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrative thinking: The habit of connecting ideas and experiences, and the ability to transfer learning to novel situations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Overall, to what extent did your undergraduate experience prepare you for the following activities?

Please select one response for each activity listed.

	Very little	Somewhat	Sufficiently	Considerably
Graduate or professional school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social and civic involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal relationships and family living	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Responsibilities of post-undergraduate life (managing finances, maintaining health, creating a home, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continued learning on my own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

16. If you answered sufficiently or considerably to the last item—that your undergraduate experiences prepared you for continued learning on your own or outside of a degree program (e.g., learning a new language, professional certification, learning a craft)—please describe that experience here:

Student Learning Item Catalog

<http://www.stolaf.edu/offices/ir-e/assessment/SLIC/index.html>

AAC&U Essential Learning Outcomes

1. Knowledge of Human Cultures and the Physical and Natural World	1
A. Learning in the fine arts	1
B. Learning in the humanities	2
C. Learning in the social sciences	3
D. Learning in the natural sciences and mathematics	4
2. Intellectual and Practical Proficiencies	5
A. Inquiry and analysis	5
B. Critical thinking	7
C. Creative thinking and practice	9
D. Written communication	10
E. Oral communication	12
F. Quantitative literacy	14
G. Information literacy and research proficiency	15
H. Teamwork	54
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3. Learning in Support of Personal and Social Responsibility	57
A. Domestic civic knowledge and engagement	57
B. Global civic knowledge and engagement	59
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D. Ethical reasoning and action	63
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4. Integrative and Applied Learning	72
A. Synthesis and advanced accomplishment across general and specialized studies	72

AAC&U High-Impact Practices

5. Participation in High-Impact Educational Practices	74
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Don't Just ✓ Off Those Requirements!

As you prepare to register for your next semester of college, it's tempting to look at your general education courses as a list of unrelated things you just have to "check off" before you get to the things you really want to study. But your general education experience is a program in its own right, with its own role in your St. Olaf education. The St. Olaf General Education curriculum provides the breadth of knowledge and understanding that is essential for both personal development and professional success. With some reflection on your part — and good advice from your faculty and peer advisers — you can create a coherent and customized program that is just as important as your major in preparing you for your future.

We have put together some advice and perspectives from recent St. Olaf seniors, alumni, and prospective employers about the value of general education courses, gathered from surveys administered annually by St. Olaf, and from a national study of employer opinions about higher education and college graduates.

employers said:

In recent research sponsored by the Association of American Colleges and Universities, the vast majority of employers (nearly 88%) say their organizations are looking for employees to use a broader set of skills and have higher levels of learning and knowledge than in the past.

seniors and alumni agree:

"Almost all of my professors encouraged students to become engaged with their academics with an open and inclusive outlook. The way I think about anything I read, see, hear, or feel has completely changed during my time in college: now I am more driven to consider a range of possibilities and opinions before accepting a strong inclination or opinion of my own. I believe that critical and analytical thinking requires a broad perspective, and my experience at St. Olaf is that this approach is an important part of learning and demonstration of knowledge within the classroom as well as in social settings."

"Every class has different subject matter, and every class has different students. After four years of being influenced by different people with different perspectives, I've learned how to look for a deeper meaning in things, to look at things from a different angle, and to be more open to new ideas, which bombard all of us on a daily basis."

FOUNDATION STUDIES COURSES

✓ **First-Year Writing** [FYW] – A course (WRIT 111), taken the first year, that equips students for effective writing in the liberal arts and introduces writing as a means of learning.

Employers say: 89% of employers say students should place more emphasis on developing effective written communication skills in a liberal arts setting.

Seniors say: “My first-year writing class emphasized writing clearly and effectively in a way that has stuck with me throughout my four years.”

✓ **Writing in Context** [WRI] – Four courses that enhance students’ writing competence and confidence in a variety of knowledge domains.

Seniors say: 90% of seniors reported that they used the writing processes developed in their WRI courses in completing writing assignments for other courses. The same high percentage said they used writing as a way to think and learn, not just to convey course information. “All of my courses that provided WRI were very helpful in developing my writing skills. Classes allowed for formulation of [my own] thoughts and then included feedback from professors.” “I found it very helpful to learn writing in different disciplines. Great Con taught me how to write as a scholar, psychology as a scientist, social work as an advocate, and religion as a theologian. This was the best experience I could have while learning how to write effectively.”

✓ **Foreign Language** [FOL] – Up to four courses that develop language skills, extend understanding of language as a human phenomenon, and generate insights into a culture other than one’s own.

Alumni say: “Living abroad has made it all too clear to me that knowing another modern language is pivotal for success in today’s world.”

✓ **Oral Communication** [ORC] – A course that incorporates specific instruction, practice, and feedback to develop oral communication competence and confidence.

Employers say: 89% of employers say students should place more emphasis on developing effective oral communication skills in a liberal arts setting.

Seniors say: “I’m glad I have taken [ORC] courses as they have offered me more confidence in presenting my ideas to others and persuasion that will be very valuable in my career.”

✓ **Abstract and Quantitative Reasoning** [AQR] – A course that develops analytic thinking skills through systematic focus on abstract and quantitative reasoning.

Employers say: 81% of employers say students should place more emphasis on developing critical thinking and analytical reasoning skills; 63% say they should place more emphasis on developing quantitative reasoning skills.

Seniors say: “My mathematical and scientific background has undoubtedly provided me with the ability to think critically and analytically.”

✓ **Studies in Physical Movement** [SPM] – Two courses that expand students’ experiences in and understanding of movement and promote lifelong health and wellness of the whole person.

Alumni say: “Learning anatomy in a textbook is different than considering one’s own anatomy during motion or action. [I]n the dance studio, one can gather a sense of how muscles interact and really explore the concepts learned in textbooks.”

Seniors say: “[SPM] classes have taught me to enjoy life and being healthy. Not everyone is so lucky.”



CORE STUDIES AND INTEGRATIVE COURSES

✓ **Historical Studies in Western Culture** [HWC] – Two courses dealing with the Western cultural heritage, intended to develop historical perspective on, and critical appreciation of, its major traditions, institutions, and achievements.

Seniors say: “My [HWC] classes have given me a chance to analyze extremely pertinent cultural and social issues of today.”

✓ **Multicultural Studies –**

Domestic [MCD] – A course focused on the beliefs, history, social experiences, artistic or literary expressions, and/or traditions of one or more groups in the United States, considered to have experiences and/or a culture substantially different from those of its dominant groups.

Global [MCG] – A course focused on the beliefs, history, social experiences, artistic or literary expressions, and/or traditions of one or more cultures located primarily outside the United States, considered to have experiences and/or a culture substantially different from those of the dominant groups in the United States, Canada, and Western Europe.

Employers say: 57% of employers believe students should place more emphasis on understanding cultural diversity in America; 71% say students need intercultural competence to work effectively in diverse teams. 67% say students should place more emphasis on understanding the global context of situations and decisions

Seniors say: “[MCG] classes have allowed me to encounter cultures and their value systems; I’ve garnered a great respect for diversity as a result.” “I have gained a generally greater perspective on global culture and different aspects of several world cultures.”

✓ **Artistic and Literary Studies** [ALS-A, ALS-L] – Two courses that develop appreciation and understanding of artistic and literary forms – their essential elements as well as their various functions in human life and culture.

Employers say: 70% of employers say students should place more emphasis on innovation and creativity

Seniors say: “[The] fine arts are a way to send messages and change society that has endless potential.”

✓ **Biblical and Theological Studies**

Bible [BTS-B] – A course that introduces first-year students to dialogue between biblical traditions and the cultures and communities related to them. Students study major biblical texts and their interaction with theology, religious practice, ethics and social values, while considering methods and fields in the study of religion in a liberal arts setting.

Theology [BTS-T] – A course on Christian theology that acquaints students with ongoing efforts to understand the essential content of Christian belief in a critical and coherent manner, and that engages students in theological reflection.

Seniors say: 90% say their undergraduate experience enhanced their understanding of the Bible and Christian theology, and provided an opportunity to explore questions of meaning and religious experience. In addition, “studying other religions and their convictions can give a person a much deeper and intellectually stronger idea of [his or her] own beliefs.”

✓ **Studies in the Natural Sciences**
Scientific Exploration and Discovery [SED] – A course that develops an understanding of scientific content, scientific principles and the methods of contemporary natural science.

Integrated Scientific Topics [IST] – A course that incorporates a variety of disciplinary perspectives, within or in addition to the natural sciences, on one or more scientific topics.

Employers say: 65% of employers believe students would be prepared for success if they acquired hands-on or direct experience with the methods of science so they will understand how scientific judgments are reached

Seniors say: “In [SED] courses, I learned the way living organisms and ecosystems are so complex and beautiful, and their vulnerability to disturbance. This is [important] for appreciating the miracle of creation and life, and our obligation to protect it.” “In [IST courses], I’ve learned that the way we treat the natural world really will reflect in the way we can live in it, often with more immediacy than we think.”

✓ **Studies in Human Behavior and Society** [HBS] – Two courses introducing concepts, theories, and methods for the empirical understanding of human behavior, social relations, social institutions and social issues.

Alumni say: “I wish I had taken some practical classes in economics and personal finance because out in the real world I realize I don’t know a thing about money.”

Seniors say: “I’ve learned that these [concepts, theories, and methods of understanding human behavior] are important for everyone to learn, not just ‘majors’ or people who think it’s their specialty.”

✓ **Ethical Issues and Normative Perspectives** [EIN] – An upper level course that analyzes ethical issues from a variety of perspectives that provide norms of justice and well-being and guide moral reasoning.

Employers say: 75% of employers say students should place more emphasis on developing the ability to connect choices and actions to ethical decisions.

Seniors say: “Ethics applies to our everyday lives and just about any other subject matter you can imagine.” “My EIN course gave me experience in solving complex real-world problems.”

Excerpt from the *St. Olaf Faculty Manual*

<http://www.stolaf.edu/offices/doc/facultymanual/2011-12FacultyManualwbookmarks.pdf>

VII. *Standards for Faculty Evaluation*

C. Categories and criteria for faculty evaluation

The three categories of criteria for faculty evaluation set forth below are listed in descending order of priority. However, the criteria within each category are not rank-ordered. Successful candidates for tenure and promotion to associate professor must demonstrate subject matter expertise and excellent practice in teaching; high quality in their scholarly or artistic work, and evidence that such work is likely to be continued; and service that advances the mission of the college. Successful candidates for promotion to professor must demonstrate enhanced expertise and excellence in teaching, significant and sustained accomplishment in their scholarly or artistic work, and leadership or other contributions of consequence that advance the mission of the college.

1. Category 1: Contributions to student learning and development. Such contributions may be made in a variety of contexts, including but not limited to instruction in on- or off-campus courses, field supervision in off-campus programs, studio lessons, undergraduate research, service-learning projects, academic advising, informal mentoring, and supervision of academic internships. Criteria within this category include:
 - a) Promoting student learning within one's scholarly or artistic field, including students' knowledge of its intellectual content and methods, and their understanding of its relationship to other fields of knowledge or ways of knowing.
 - b) Promoting student learning in relation to the broader outcomes of liberal education, such as the ability to think critically, communicate effectively, work creatively, engage diverse perspectives, integrate and apply knowledge to new problems or settings, and reflect thoughtfully on questions of religious, ethical, social, or global significance.
 - c) Promoting students' intellectual engagement through imaginative and effective use of instructional time; thoughtful adaptation to diverse learners; challenging and meaningful assignments; careful, timely, and useful evaluation of student work; responsiveness to students' interests; and effective assistance outside of class.
 - d) Facilitating students' reflective and deliberate development – intellectual, social, emotional, spiritual, physical, and vocational – by advising students thoughtfully, connecting students with curricular and co-curricular resources, and engaging meaningfully with students beyond the classroom.
 - e) Continuing one's own development as an instructor through a variety of means, such as participation in faculty development programs for advising, curriculum or pedagogy; development of new courses, or revision of existing courses, to reflect current scholarship in the field or new pedagogies; or the use of evidence of student learning, course evaluation results, or faculty performance reviews for instructional improvement.