COLL 150 ASSESSMENT SPRING 2023—STEPS IN THE PROCESS

Institutional Accreditation & Effectiveness (IAE) is facilitating this two-pronged assessment for COLL 150 and its associated competency, Written Communication, involving **course portfolio** and **student work** review. *While there are several objectives of the COLL 150, these COLL 150 Learning Expectations are the basis of this assessment.*

COLL 150 DESCRIPTION AND LEARNING EXPECTATIONS (What the faculty expects students to learn and be able to do in COLL 150 courses):

1. Students will thoroughly analyze and interpret topics pertinent to the subject matter of the course. *[Critical Thinking]*
2. Students work independently to understand texts and form judgments on topics pertinent to the subject matter of the course. *[Independent Inquiry]*
3. Students will communicate effectively on topics pertinent to the subject matter of the course. *[Scholarly Writing/Written Communication – assessed directly through scoring student work.]*

I.   COURSE PORTFOLIO – shows how your **course** addresses COLL 150 learning expectations above. **You will be sent a link to a Box folder (https://box.wm.edu) for uploading your portfolio components the week of March 13, 2023.**
Your Portfolio consists of uploading the following materials:

A. **Syllabus** *(required)* – your course syllabus. The EPC suggests including COLL 150 language. For courses taught in a foreign language (e.g., French), please upload your syllabus in English.

B. **Narrative** *(required)* – the Narrative Template (blank template may be found in your course Box folder) *briefly* describes how the course addresses each of the COLL 150 features:

1. The topic considered in this course and how the course will provide students with opportunities for in-depth analysis and interpretation.
2. Opportunities for students to develop revision skills.
3. Opportunities for students to develop collaboration skills.
4. How students learn and practice ways to locate, evaluate, and cite ideas and information.
5. How you partner with Swem Library to support students' use of the library's resources.
6. Resources designated for students to consult regarding the forms and methods of academic communication.
7. The connection between assignment(s) included in this course portfolio and **Learning Expectations 1, 2, and 3** *(see item C. below).* Describe at least one major assignment and associated student work addressing the following COLL 150 student learning expectations:

   a. Assignment(s) that provide(s) students with opportunities for in-depth analysis and interpretation – **Learning Expectation 1 – Critical Thinking:** "Students will thoroughly analyze and interpret topics pertinent to the subject matter of the course."
   b. Assignment(s) that teach(es) students methods of scholarly research and inquiry – **Learning Expectation 2 – Independent Inquiry:** "Students work independently to understand texts and form judgments on topics pertinent to the subject matter of the course."
   c. Assignment(s) that follow(s) the conventions of scholarly writing in your discipline – **Learning Expectation 3 – Scholarly Writing:** "Students will communicate effectively on topics pertinent to the subject matter of the course."

C. **Instructions for Assignment(s) (required)** – instructions to students for completing assignments that address **Learning Expectations 1, 2 and 3**. In some cases, a single assignment may demonstrate all three expectations.
Optional: Grade distributions, rubrics/grading guides, etc. related to the uploaded assignment(s) may be included to further demonstrate how the assignments address learning expectations.
*Note: **Learning Expectation 3 – Scholarly Writing** also will be assessed directly by scoring a sample of papers*

*drawn from uploaded student work from **each enrolled student** in your course(s) from the assignment described in B.7.c. above using the AAC&U Written Communication VALUE Rubric. (See II. STUDENT WORK below.)*

D. **Comments** *(optional)* – additional comments about the assignment(s), methodology, or portfolio that may be helpful to reviewers.

NOTE: Construct a portfolio for each COLL 150 **course** you are teaching. If you are teaching more than one **section** of the **same** course or your course has **cross-listed sections**, you should construct a single portfolio for the course.

II. **STUDENT WORK – Scholarly Writing (Written Communication)** – demonstrates **student learning** with respect to Expectation 3. Your COLL 150 Assessment Box folder contains a subfolder for uploading student work.

A. **Collect Student Work** – from the selected major assignment(s) (described in I.B.7.c. above) addressing **Learning Expectation 3 – Scholarly Writing (Written Communication)** that follows the conventions of scholarly writing in your discipline.

1. Collect work for **each** student enrolled in **each** of your course sections. **IAE is collecting identifiable student work from *all* students enrolled in your COLL 150 course(s) this semester.** In many cases this will be a final paper, but could be any paper using "a thesis-support format typical of U.S. academic essays" (see [Elaboration of COLL 100, COLL 150](#)). For courses not taught in English, this will be a course assignment written in English as described in the EPC [Elaboration](#).

2. **IMPORTANT: PLEASE <u>DO NOT</u> REDACT ANY STUDENT, COURSE, OR INSTRUCTOR INFORMATION from the papers.** IAE needs student names, 93#s, instructor name(s), course IDs/titles, etc. to draw a purposive sample of student work, representing various student populations and academic programs, and will *redact all identifiers before the Working Group scores the work.*

3. If possible, as you collect student work electronically or convert hard copies to PDF, please use the following naming convention: Student's last name, Student's first initial, brief title of the assignment (e.g., JonesEfinal). *If you need help uploading papers and/or converting hard copies to PDF, please contact Denise Ridley-Johnston at drridl@wm.edu.*

B. **Upload Student Work** – from the selected major assignment addressing **Learning Expectation 3 – Scholarly Writing (Written Communication)**.

1. **IMPORTANT: PLEASE UPLOAD STUDENT WORK BEFORE GRADING** *(we prefer ungraded work to avoid scoring biases).* Especially in the case of final papers, please do not wait until you have graded student work to submit it; we have a tight window to prepare papers for the assessment.

2. Upload the collected student work to your course section folder in Box (https://box.wm.edu). **The folders will be open the week of March 13, 2023.**

III. **ASSESSMENT**

A. **Course Portfolio Review** – A working group will evaluate each Course Portfolio using a Course Portfolio Rating Guide and submit a COLL 150 assessment report to IAE for distribution to EPC, the CLA, departments/ programs, and the Dean of Arts & Sciences. Faculty teaching COLL 150 courses will receive their course portfolio ratings and comments. IAE will use applicable information in reports to SACSCOC, SCHEV, and others, as appropriate. *Working Group is scheduled to rate course portfolios May 22-26, 2023.*

B. **Student Work Review –** A working group will use the AAC&U Written Communication VALUE Rubric to score student work. Summaries of scores will be included in department/program PIEs, as applicable, as well as in a COLL 150 assessment report to IAE for distribution to EPC, departments/programs, CLA, and the Dean of Arts & Sciences. IAE will use applicable information in reports to SACSCOC, SCHEV, and others, as appropriate. *Working Group is scheduled to score student papers June 5-9, 2023.*