

## *2014-15 CLOA Assessment Fellow Project Descriptions*

### **Capstone Experiences at Hamline (Gina Ericson)**

The importance of the capstone experience is widely embraced at Hamline, but we do not currently have a comprehensive sense of the number, variety or nature of capstone courses. This fellow would first create an inventory of capstones at the program level (both undergraduate and graduate), and communicate with faculty to conduct a descriptive analysis of these summative courses across the university. Results would highlight both similarities and differences, and similarities might inform a unifying statement of the Hamline capstone experience as communicated through learning outcomes. This fellow would participate in CLOA-sponsored discussions of student learning from “entry-to-exit.” Lastly, this fellow would inform this discussion with external information on capstones outside of Hamline.

### **Portfolios and Student Learning (Lisa Nordeen)**

Engaging students in assessment and articulation of learning can be challenging, and portfolios often emerge as a mechanism for creating such engagement. This fellow will investigate the pros/cons of portfolios for capturing evidence of student learning, especially intended to create a dialogue and reflective element for students. Critically, this fellow will examine ways that portfolios could contribute to our existing infrastructure (e.g., advising, Hamline Plan assessment plans, program-level assessment efforts). This fellow would research ways institutions have used portfolios, alongside more conventional data capture approaches.

### **Hamline Plan Revision Implementation (Frank Shaw & Art Guetter)**

Recent revisions to the Hamline Plan identified learning outcomes for each academic component. In order to monitor this revised curriculum, pilot assessment plans have been drafted by UCC (supported by CLOA). As part of this process, there is a need for leadership on HP components that do not already have a director (as exists with writing, FYSem, and LEAP). This fellow would lead an assessment project on the R (formal reasoning) and M (quantitative reasoning) curriculum components. This would include communication with faculty who teach those courses to coordinate artifact collection and prepare and lead an assessment workshop (presumably in the summer of 2015).

## **Critical Thinking at Hamline (Stephen Kellert)**

Within the context of existing rubric-based assessment efforts, there is much to do to identify critical thinking in our undergraduate curriculum and existing/developing assessment tools. How do we define critical thinking at Hamline, within our current curriculum? This fellow would conduct an inventory of existing learning outcomes to capture the ways in which critical thinking is currently being embedded/measured in individual programs and within the Hamline Plan. He/she would also follow-up with programs that have included critical thinking within program learning outcomes, to get a sense of the approaches to measurement and any successes or obstacles in assessment. This fellow would convene cross-school conversations regarding synergies and alignments in assessment of critical thinking. Lastly, this fellow would look outside Hamline to other academic institutions/resources to help inform our work on this aspect of student learning.