

**Assessment Report for SEMS 100: Introduction to Seminar
Fall 2014**

Assessment Plan

Student Learning Outcomes Assessed: Upon completion of the core curriculum, students will have demonstrated the ability to

- Recognize how various disciplines are interconnected.
- Explain course texts and theme by participating in seminar discussion, presentations, and writing.

Assessment Activities:

- Rubric Scoring, Random Sample of Final Student Presentations
- Discussion of Results
- Development of Action Plans

Rubrics: (AAC&U VALUE):

- Integrative Learning
- Critical Thinking

Assessors:

- Buck, History
- Griffin, Psychology
- Johnson, English
- Torigoe, Physics

Assessment Results

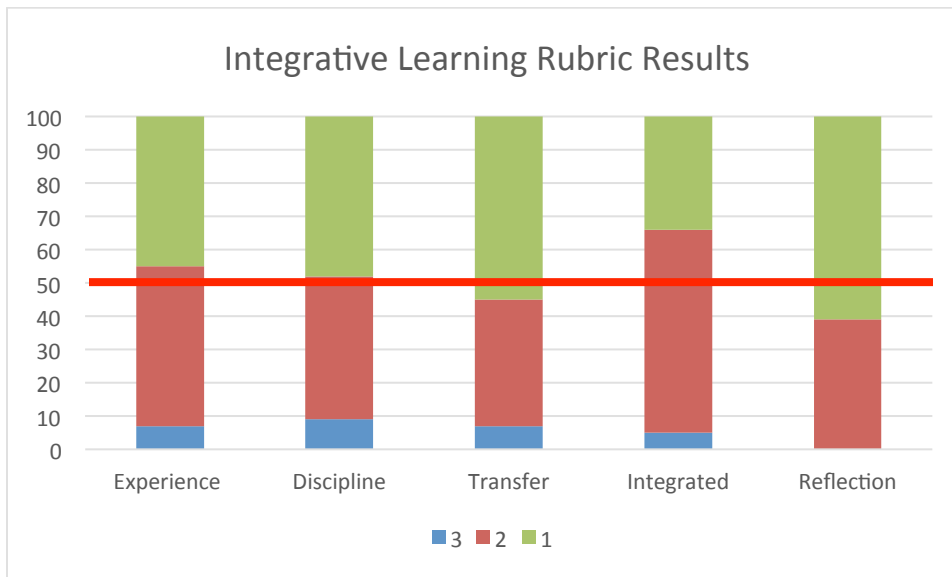
Significant Factors:

SEMS-100 was taught and assessed for the first time in fall 2014. It enrolls only first-year students and is a one-credit-hour course. Nine sections were taught in the fall, and six sections were taught in the spring. The initial assessment goal was to establish a baseline for future assessments.

Assessment Baseline:

50% of students assessed will score a 2 or higher on each assessed criterion.

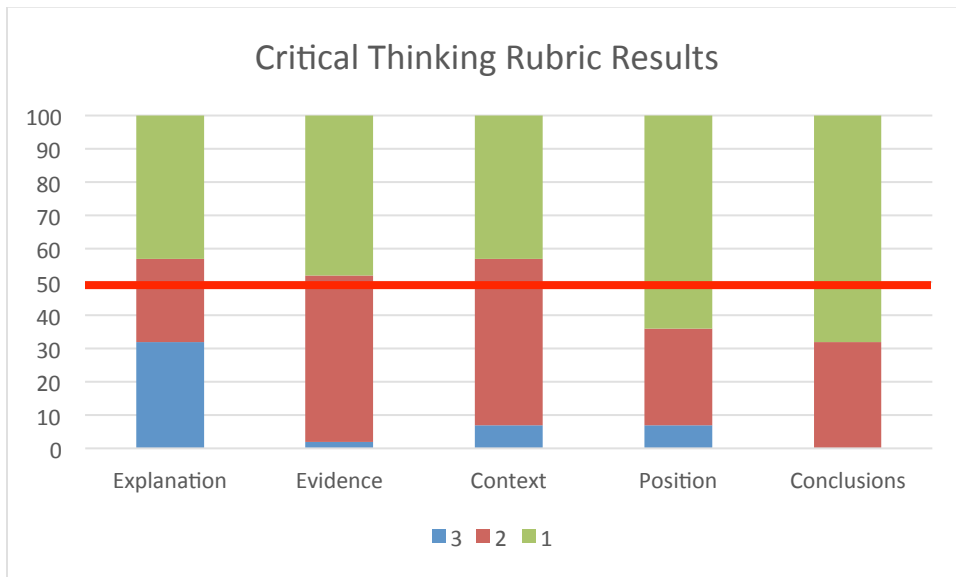
Assessment of Integrative Learning



Integrative Learning VALUE Rubric

- *Experience*: With 55% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Discipline*: With 52% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Transfer*: With 45% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Integrated*: With 66% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Reflection*: With 39% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.

Assessment of Critical Thinking



Critical Thinking VALUE Rubric

- *Explanation:* With 57% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence:* With 52% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Context:* With 57% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Position:* With 36% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Conclusions:* With 32% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.

Reflection

Integrative Learning VALUE Rubric

- *Transfer:*
 - As freshmen, we need to be overt in our expectations. Does the assignment ask students to use transferrable skills, knowledge?
 - In performing the assessment, we realized that we needed to spend more time demonstrating how skills, abilities, and theories can be transferred across disciplinary boundaries.
- *Reflection:*
 - We need to be much more intentional about what skills are we trying to teach. We need to communicate that this is what we are expecting of our students.
 - In performing the assessment, we realized that we needed to incorporate self-evaluative reflection exercises to encourage self-assessment.

Critical Thinking VALUE Rubric

- *Position:*
 - Students are not showing multiple perspectives.
 - In performing the assessment, we realized that we needed to specify how we wish central aims or positions to be expressed.
- *Conclusions:*
 - Students may not have understood that they need to approach the problem from multiple angles.
 - In performing the assessment, we realized that we needed to specify how we wished summary conclusions to be expressed.

General Observations

- We discussed that not all seminars were focused on the seminar format. Many faculty members relied on lecture style when they had difficulty getting students to participate in class.
- We discussed that the one credit hour format is difficult for students and faculty to get to know each other. We may want a different way to deliver the one credit hour, or propose a different credit hour load for SEMS 100.
- We need to train, to collaborate, and to conduct workshops to develop and signature assignments that will be collected for assessment purposes.

- We need to train, to collaborate, and to conduct workshops to find ways of modeling the transfer of skills through interdisciplinary scholarship.
- We need to develop standard instructions for explicit self-positioning and summary conclusions in assignments.

Action Plan

Possible Action Items for Next Academic Year

These are possible action items. We will determine the exact action items after we complete the assessment of SEMS 100 during the Spring 2015 semester.

1. Need to make assignments more intentional to show that multiple perspectives are wanted--attitude and counter-attitudinal essay?
2. Provide professional development for seminar style learning techniques and assignments.
3. Propose types of assignments that might be used to improve student learning on the areas of the VALUE rubrics that were found to be sub-par.
4. Work individually on developing assignments that help guide students to meet assessment goal not achieved in the current assessment.
5. Create faculty development opportunities to enable faculty to increase learning effectiveness in areas of positioning, summary, self-assessment, and the transfer of skills through seminar-style learning.
6. Talk about ways of enhancing the seminar experience in SEMS 100 by possibly combining the course with INDS 100 to complete similar course goals in with a comprehensive 3-4 CH class.
7. Make the guidelines for the final paper more clear, with point values assigned to specific required sections of the paper: introduction, analysis of the problem, proposed solution, conclusion, and references