

## **Assessment of SEMS 100: Introduction to Seminar Spring 2015**

### **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:

- Core SLOs
  - **Disciplines:** Recognize how various disciplines are interconnected.
  - **Seminar:** Explain course texts and theme by participating in seminar discussion, presentations, and writing.
- Integrative Learning AAC&U VALUE
- Critical Thinking AAC&U VALUE

Assessors:

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

## Assessment Results

Significant Factors:

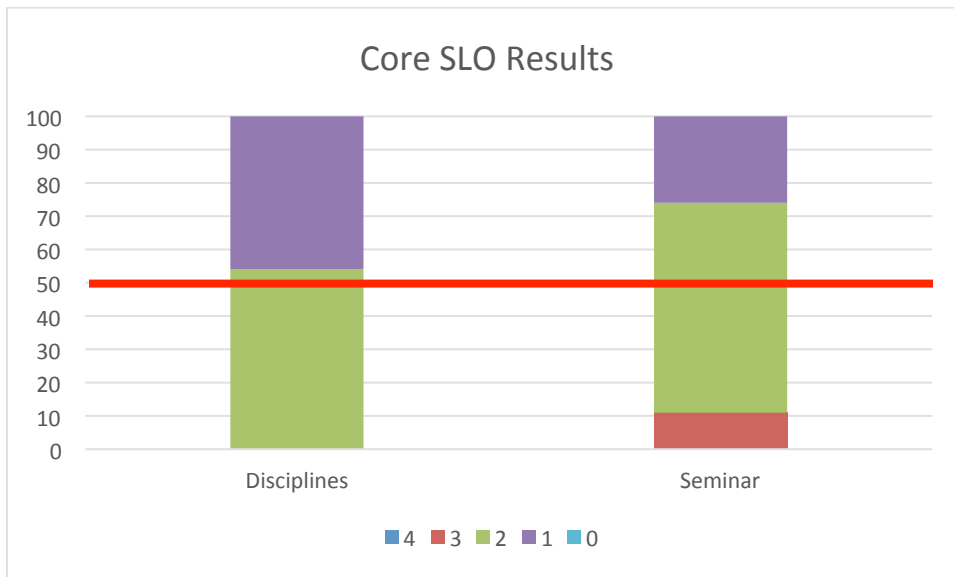
SEMS-100 was taught and assessed for the first time in fall 2014. It enrolls only first-year students and is a one-credit-hour course. Nine sections were taught in the fall, and six sections were taught in the spring. We received additional samples after the fall assessment was completed. This section is divided in Fall 2014 and Spring 2015.

Assessment Baseline:

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

**Fall 2014**

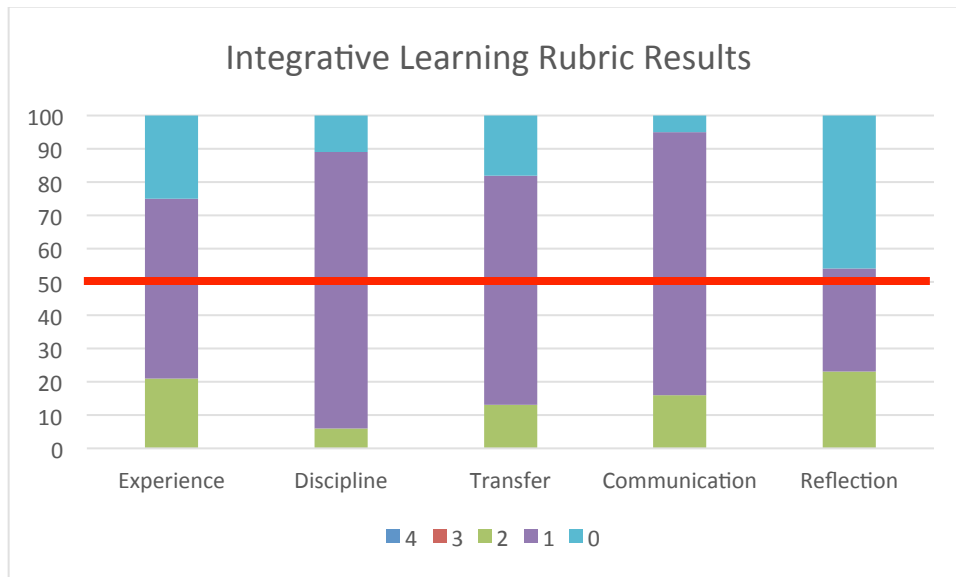
Assessment of Core Learning Outcomes:



### Core Learning Outcomes

- *Disciplines*: With 54% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Seminar*: With 74% of the student samples scoring a 2 or higher, we **met** our assessment goal.

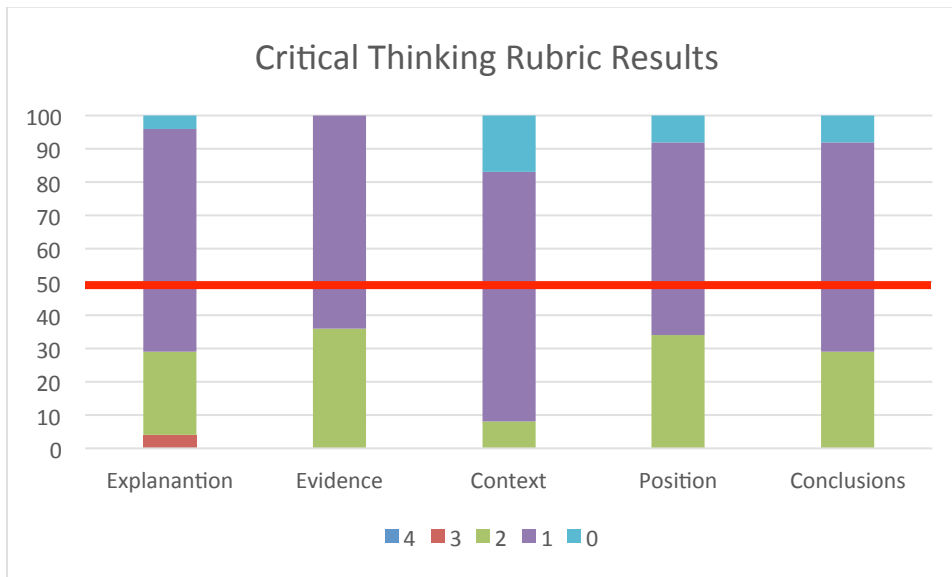
## Assessment of Integrative Learning



### Integrative Learning VALUE Rubric

- *Experience*: With 21% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Discipline*: With 6% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Transfer*: With 13% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Integrated*: With 16% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Reflection*: With 23% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.

## Assessment of Critical Thinking

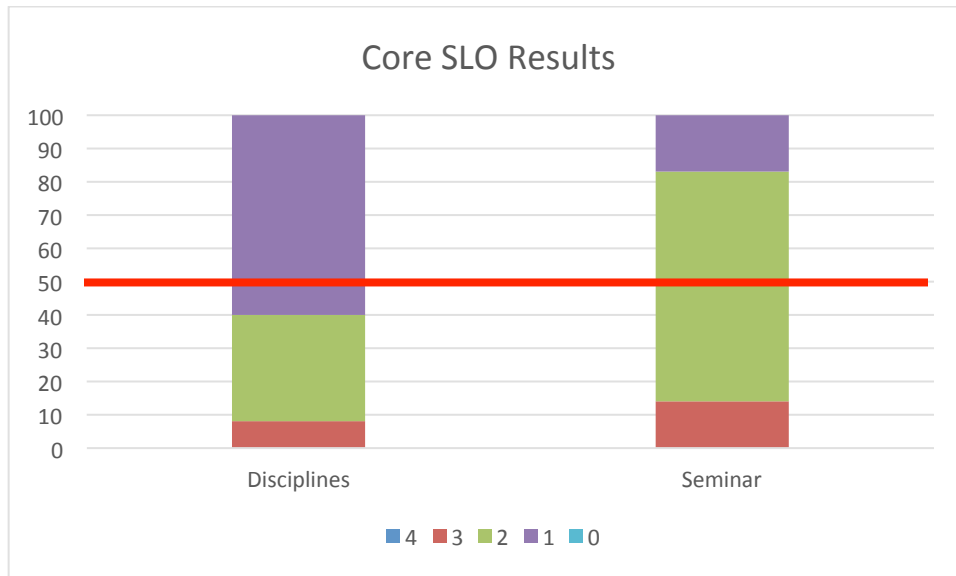


### Critical Thinking VALUE Rubric

- *Explanation:* With 29% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Evidence:* With 36% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Context:* With 8% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Position:* With 34% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Conclusions:* With 29% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.

## Spring 2015

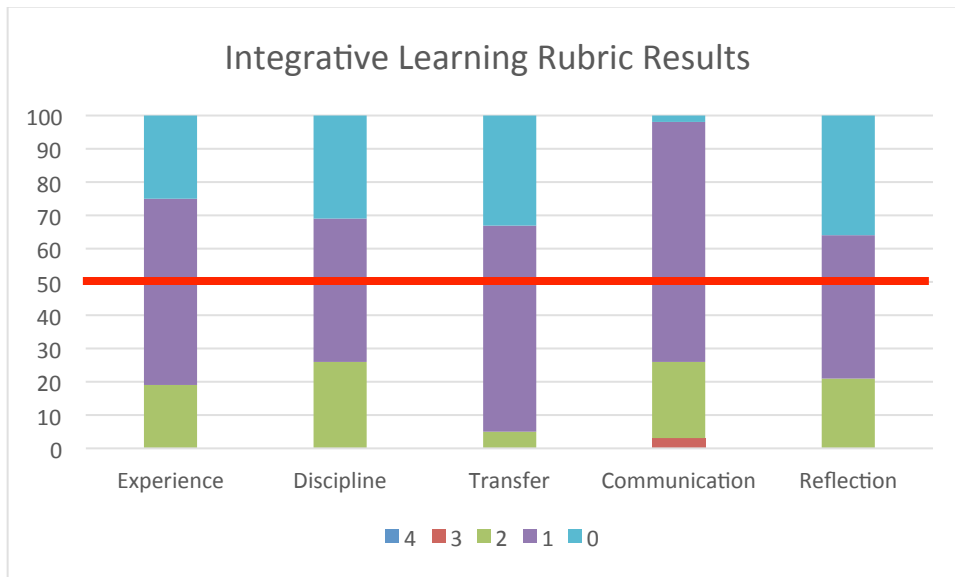
### Assessment of Core Learning Outcomes:



### Core Learning Outcomes

- *Disciplines*: With 40% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Seminar*: With 83% of the student samples scoring a 2 or higher, we **met** our assessment goal.

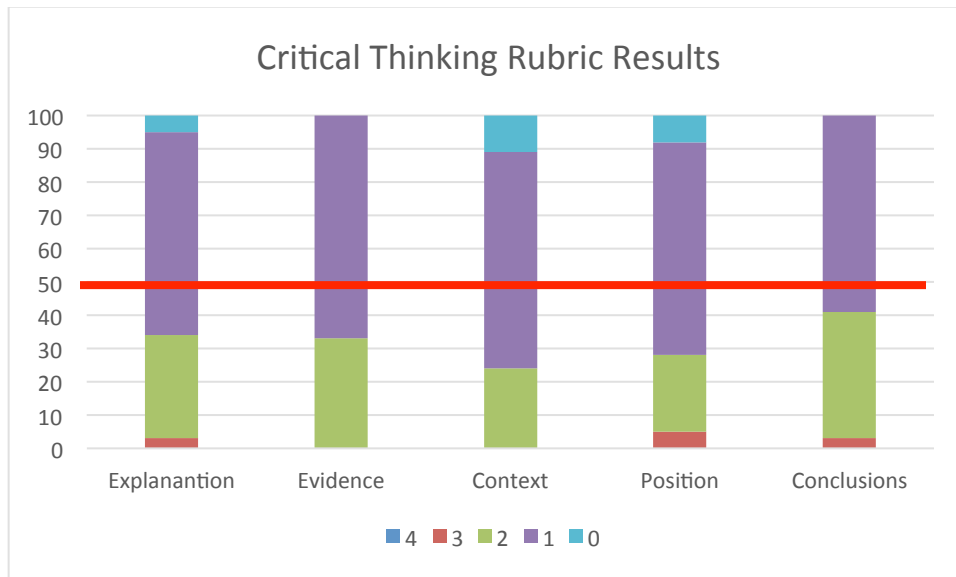
## Assessment of Integrative Learning



### Integrative Learning VALUE Rubric

- *Experience*: With 19% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Discipline*: With 26% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Transfer*: With 5% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Integrated*: With 26% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Reflection*: With 21% 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 34% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Evidence:* With 33% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Context:* With 24% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Position:* With 28% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Conclusions:* With 41% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.

## **Reflection**

- We think it's clear that we need some consistent training on how to shape the course so that students are getting something meaningful out of the course. Unfortunately we must live with the 1 CH this year, so we have to do our best to make it work better. Perhaps we can include a potential agenda for the workshop--themes to include: 1) Using technology to connect with students in a one hour course; 2) Encouraging seminar discussions (including a participation grade), 3) Signature assignments and multi-disciplinary approaches, 4) Reflections on learning.

## **Action Items**

1. Hold a workshop before the next academic year begins for all faculty planning on teaching a SEMS 100 during the year and review expectations for course.
2. Develop a universal assignment type and requirements for assessment purposes.
3. Continue to use the entire Critical Thinking VALUE rubric, adjust the Integrative Learning Rubric assessment to only include the Disciplines and Integrated Communication (These are the 2 things we want to measure in this courses).