

Assessment Report for SEMS 200: Western Traditions Spring 2015

Assessment Plan

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

- Describe the historical development, the interconnectedness or complexity of different societies.
- Evaluate the significance of texts and/or data.
- 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
 - **Historical Development:** Describe the historical development, the interconnectedness or complexity of different societies.
 - **Evaluate Texts:** Evaluate the significance of texts and/or data.
 - **Seminar:** Explain course texts and theme by participating in seminar discussion, presentations, and writing.
- Intercultural Knowledge and Competence AAC&U VALUE
 - Empathy
- Reading AAC&U VALUE
 - Comprehension
 - Interpretation
- Critical Thinking AAC&U VALUE
 - Explanation
 - Evidence
 - Influence
 - Position
 - Conclusions

Assessors:

- Buck, History
- Morgan, Philosophy

Assessment Results

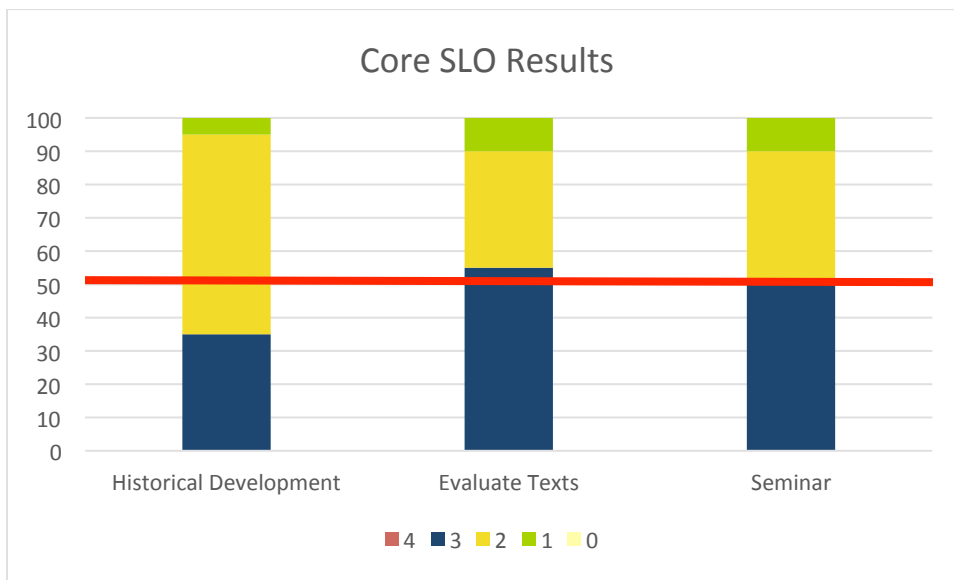
Significant Factors:

SEMS-200 was taught and assessed for the first time in fall 2014. The majority of students taking SEMS-200 this year have not been completed SEMS-100. Two sections were taught in the fall, and two 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.

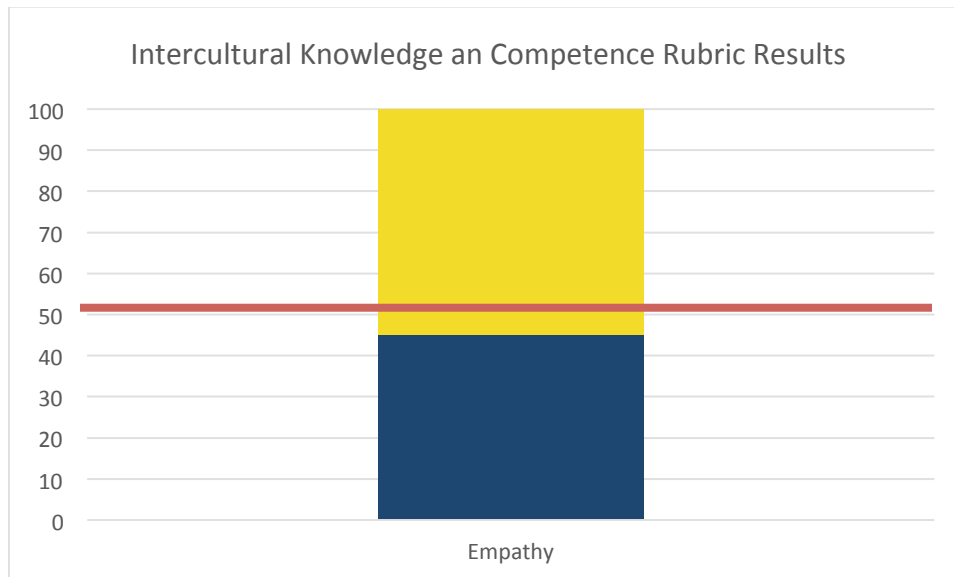
Assessment of Core Learning Outcomes



Core Learning Outcomes

- *Historical Development*: With 95% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evaluate Texts*: With 90% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Seminar*: With 90% of the student samples scoring a 2 or higher, we **met** our assessment goal.

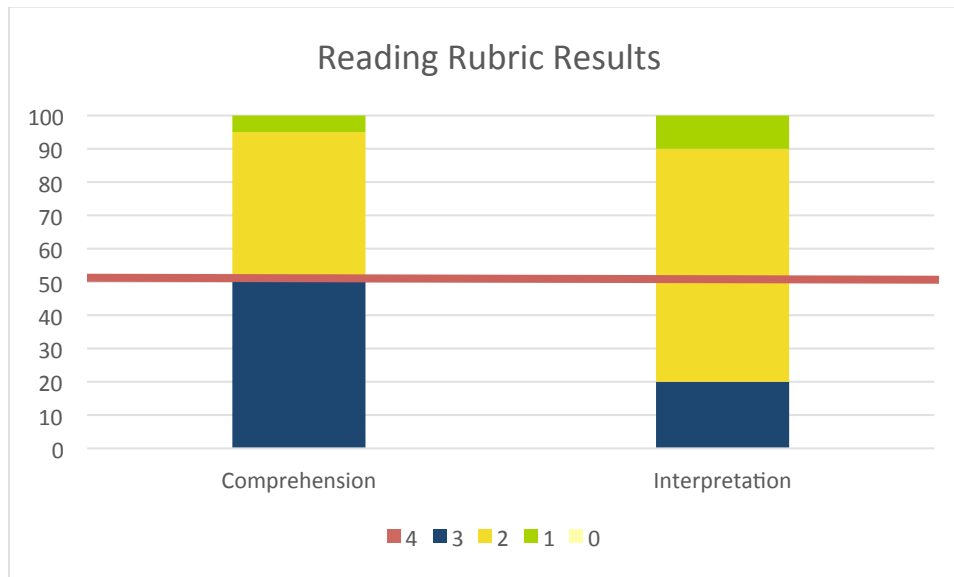
Assessment of Intercultural Knowledge and Competence



Intercultural VALUE Rubric

- *Empathy*: With 100% of the student samples scoring a 2 or higher, we **met** our assessment goal.

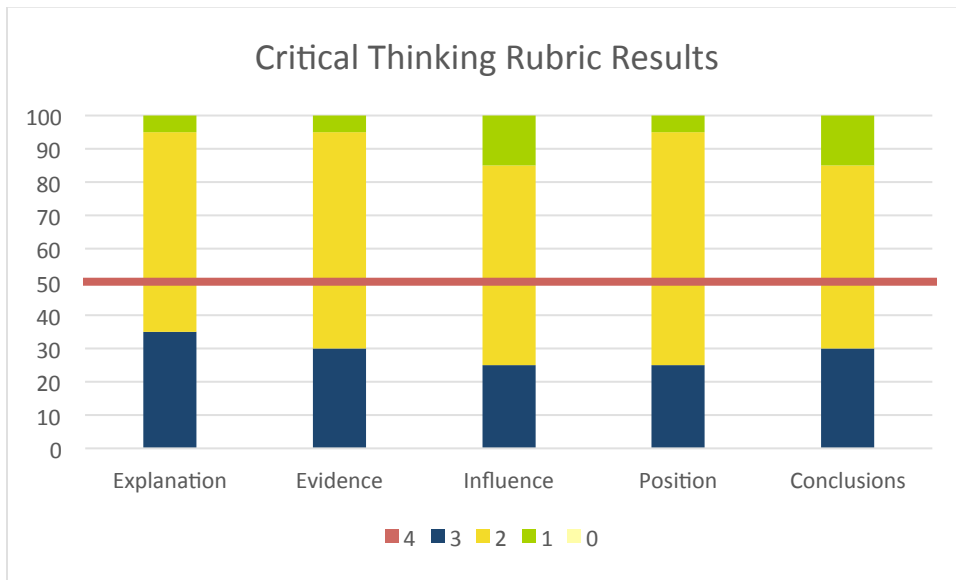
Assessment of Reading



Reading VALUE Rubric

- *Comprehension:* With 95% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Interpretation:* With 90% of the student samples scoring a 2 or higher, we **met** our assessment goal.

Assessment of Critical Thinking



Critical Thinking VALUE Rubric

- *Explanation:* With 95% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Evidence:* With 95% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Influence:* With 85% of the student samples scoring a 2 or higher, we **did not meet** our assessment goal.
- *Position:* With 95% of the student samples scoring a 2 or higher, we **met** our assessment goal.
- *Conclusions:* With 85% of the student samples scoring a 2 or higher, we **met** our assessment goal.

Reflection

- In the second round of the course, the student learning seemed to improve.
- Need for more training on how to transition ourselves from traditional lecture classes to seminar classes.
- Need for physical space that was set-up for seminar style classes. Many of the classrooms used were easily configured for discussion-based classes.

Action Plan

1. Work individually on developing assignments that help guide students to meet the assessment goals not achieved in the first round.
2. Hold faculty development opportunities on how to use different techniques to enhance student learning in seminar classes.
3. Convert classrooms from conventional lecture-based design to classrooms designed for seminar-based classes.
4. In addition to discussing assessment criteria, we should also work toward standardizing assignments that will be collected for assessment purposes.